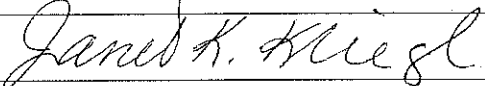


Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Lindsay Unified School District
Name of Authorized Executive:	Janet K. Kliegl
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	
Date:	8/30/10

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

☒ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

☒ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

☒ Form 3 Narrative Response

☒ Form 4a LEA Projected Budget

☒ Form 4b School Projected Budget

☒ Form 5a LEA Budget Narrative

☒ Form 5b School Budget Narrative

☒ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

☒ Form 7 Sub-grant Conditions and Assurances (three pages)

☒ Form 8 Waivers Requested

☒ Form 9 Schools to Be Served Chart

☒ Form 10 Implementation Chart for a Tier I or Tier II School

☒ Form 11 Implementation Chart for a Tier III School, (if applicable)


SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

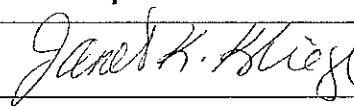
County Name: Tulare		County/District Code: 71993	
Local Educational Agency (LEA) Name Lindsay Unified School District		LEA NCES Number: 0621870	
LEA Address 371 East Hermosa		Total Grant Amount Requested \$2,807,304	
City Lindsay		Zip Code 93247	
Name of Primary Grant Coordinator Janet K. Kliegl		Grant Coordinator Title Superintendent	
Telephone Number (559) 562-5111 x 5109	Fax Number (559) 562-4637	E-mail Address jkliegl@lindsay.k12.ca.us	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Janet K. Kliegl, Superintendent		Telephone Number (559) 562-5111 x 5109	
Superintendent or Designee Signature 		Date 8/30/10	

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

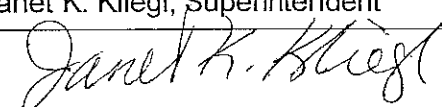
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SIG Form 2--Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
71993	Lindsay Unified School District	Janet K. Kliegl	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Lindsay Unified School District
Authorized Executive:	Janet K. Kliegl, Superintendent
Signature of Authorized Executive	

**School Improvement Grant Narrative
Jefferson Elementary School
Lindsay Unified School District
SIG Form 3-Narrative Response**

i. Needs Analysis

Response:

The Lindsay Unified School District (LUSD) conducted a comprehensive needs analysis of Jefferson Elementary School in March and April 2010 and used the results to select the best intervention model and to develop the comprehensive plan for improvement outlined in this grant application.

Jefferson Elementary School contains grades Pre-K-6th grade. There are 717 students in K-6th grades. It is one of three elementary schools in Lindsay Unified School District, which is located in Lindsay, California in the Central San Joaquin Valley. The school district services the community of Lindsay as well as outlying areas. The population is approximately 14,000 many work in the agricultural industry or related businesses. Many of the families in the district work in the fields as seasonal farm workers. The school has a Dual Immersion Program in Spanish and English that is important to the parents and a reason many of the parents enroll their students at the school. Jefferson Elementary School is approximately 92% Hispanic, 35% migrant and 65% English Language Learners (ELL). The demographic data is summarized in the following tables:

Student Enrollment by Grade and English Proficiency												
Grade	EL		EO		IFEP		RFEP		Unknown		Grand Total	
	#	%	#	%	#	%	#	%	#	%	#	%
KN	76	72%	26	25%	3	3%	0	0%	0	0%	105	100%
01	63	67%	29	31%	1	1%	0	0%	1	1%	94	100%
02	69	68%	28	28%	4	4%	0	0%	0	0%	101	100%
03	89	79%	23	20%	1	1%	0	0%	0	0%	113	100%
04	50	57%	28	32%	6	7%	3	3%	0	0%	87	100%
05	58	55%	33	31%	9	9%	5	5%	0	0%	105	100%
06	59	53%	24	21%	8	7%	21	19%	0	0%	112	100%
Grand Total	464	65%	191	27%	32	4%	29	4%	1	0%	717	100%

Student Enrollment by Grade and Migrant Status						
Grade	Migrant		Non-Migrant		Grand Total	
	#	%	#	%	#	%
KN	39	37%	66	63%	105	100%
01	27	29%	67	71%	94	100%
02	34	34%	67	66%	101	100%
03	47	42%	66	58%	113	100%
04	26	30%	61	70%	87	100%
05	35	33%	70	67%	105	100%
06	45	40%	67	60%	112	100%
Grand Total	253	35%	464	65%	717	100%

Student Enrollment by Grade and Hispanic Designation						
Grade	Not Hispanic		Hispanic		Grand Total	
	#	%	#	%	#	%
KN	4	4%	101	96%	105	100%
01	14	15%	80	85%	94	100%
02	9	9%	92	91%	101	100%
03	5	4%	108	96%	113	100%
04	9	10%	78	90%	87	100%
05	8	8%	97	92%	105	100%
06	9	8%	103	92%	112	100%
Grand Total	58	8%	659	92%	717	100%

Assessment Instruments

LUSD gathered data from multiple assessment instruments at the state and local level. The state data includes longitudinal achievement results from CELDT, CST's, Spanish Language Test, API, and APY (2003-2009 results). The local data included academic achievement results from the district benchmark exams in math, language arts, science, and social studies (all 2009/2010 results from October 2009-April 2010). The District has worked with Dr. Robert Marzano and Associates for three years and through this work has identified the essential knowledge based on the California Content Standards and organized the content into units of study called Measurement Topics (MT). The district then developed assessments for each MT (referred to as MT assessments). The rubric for each for each MT has four levels of performance: Level 1: student does not know the simple or complex knowledge even with the help of the teacher; Level 2: student knows the simple knowledge of the MT; Level 3: student knows the simple and the complex knowledge of the MT; Level 4: student applies Level 3 beyond what was studied in class. After a period of instruction, a first version of the assessment is administered (Version 1). Students who do not score Proficient or Advanced on Version 1 are given a period of approximately one week of re-teaching and then those students are re-assessed using Version 2 of the MT assessment. This system of teach/re-teach began August 2009. In addition, data regarding instructional practice and teacher effectiveness was gathered through classroom walkthroughs and the review of formal teacher observation and evaluation documents.

Personnel Involved

Personnel from all levels of the school and district were involved in the collection and analysis of the data. The positions involved in the process include the following: Superintendent, Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum and Instruction, Director of Research and Evaluation, District Instructional Strategies Specialists, Director of Assessment and Special Projects, current site Principal and Vice-Principal, newly selected Principal, site classified staff, District ELD Specialist, site resource teachers, Special Education staff, site Curriculum and Assessment Coach, selected teachers, and parents currently serving on the School Site Council and District English Language Advisory Council. This diverse group of individuals ensured that the data was analyzed thoroughly and interpreted from multiple perspectives.

Process for Analyzing Findings

The process for analyzing findings was comprehensive and involved multiple people at each stage. The various assessment results noted above were studied at various meetings and formal work sessions throughout the year and involved key stakeholders at the school and district level. Key findings from the data analysis are reported at the very end of this section.

Throughout the 2009-10 school year, site level data analysis sessions were conducted that included the site administration, Special Education staff, resource teachers, counselors, and all classroom teachers. The data was analyzed by content area and disaggregated by grade, classroom, and individual student to determine potential strengths and weaknesses throughout the school, which then impacted decisions regarding the teaching and re-teaching of specific content to the students. All data was openly shared amongst all staff members at the school site and key staff members at the district office. Each data analysis session resulted in specific action plans to be carried out by the teachers and/or site administration. School wide findings were shared at each School Site Council meetings and the council members that were present offered suggestions for program improvement.

Data analysis sessions at the district level take place in three separate formats. One format is referred to as "data chats." These were conducted in September, December, and March during the 2009/2010 school year for Jefferson Elementary School and included site and district level administration and the site curriculum coach. The purpose of the data chats was for the school administration to present their findings and actions to be taken as a result of recent local benchmark assessments. In each data chat session the site administration answered three essential questions: 1) What does the data tell you? 2) What evidence from the data supports your statements? 3) What actions will you take as a result of the data? Each data chat ended with a list of actions that will be taken by the school administration in response to the data. At the start of ensuing data chats, the actions from the previous data chats are reviewed to ensure they were carried out.

The second form of data analysis that happened at the district level were bi-weekly data analysis sessions in which recent local benchmark data from all schools was extracted from the Edusoft data bank and analyzed for district-wide patterns of strengths and weaknesses. Although the focus of these sessions was to view the data in a "district-wide" context, the data was broken out by school site so that the district and schools could make comparisons regarding the results of common assessments. The findings at these data analysis sessions were summarized and sent to all site administrators in the district.

The third form of data was collected by district level administrators who participated in classroom walkthroughs of all classrooms at Jefferson School on five different occasions throughout the 2009/2010 school year. The classroom visits lasted 10-15 minutes per room and were conducted by a team of three or four educators with strong instructional backgrounds to ensure that a proper analysis of the instructional techniques observed. Data gathered from these walkthroughs was presented to the site administration in a walkthrough debrief session immediately following the walkthrough. Site administration then took this data and shared it with the entire teaching staff and established school-wide areas of focus for improving instruction and staff development needs. School wide goals were set related to specific instructional practices to be implemented or strengthened. The site administration conducted follow-up walkthroughs on a weekly basis to record progress toward instructional implementation of goals. The results of the site administration walkthroughs were posted in the staff room and charted throughout the school year.

In addition, the following records were collected and studied as part of conducting the comprehensive needs analysis: staff development agendas and sign-in sheets, daily schedules and lesson plans, schedules showing the level of implementation of California adopted standards-aligned materials and interventions, instructional planning and assessment calendars, data analysis records, annual expenditure reports, principal and teacher evaluation forms. The assistant superintendent of curriculum and instruction reviewed this documentation and a summary of the findings is included in the Specific Findings section below.

Process for Selecting the Intervention Model

A comprehensive process was carried out over several weeks in order to select the most effective intervention model for Jefferson Elementary School. The process began with district leadership conducting information sessions at all schools and to all departments in the district regarding the four possible intervention models. During these information meetings, all teachers, all administrators, and many classified staff became aware of the four models and that one model would be selected for Jefferson School. District leadership felt it was important to give this information to all employees so that they could understand how the identification happened, how it might affect their school, and because several models could involve negotiating with the local unions. Two additional meetings were held with the entire staff at Jefferson School to further clarify the options, discuss pros and cons to the various intervention models, and allow time for staff to provide specific input as

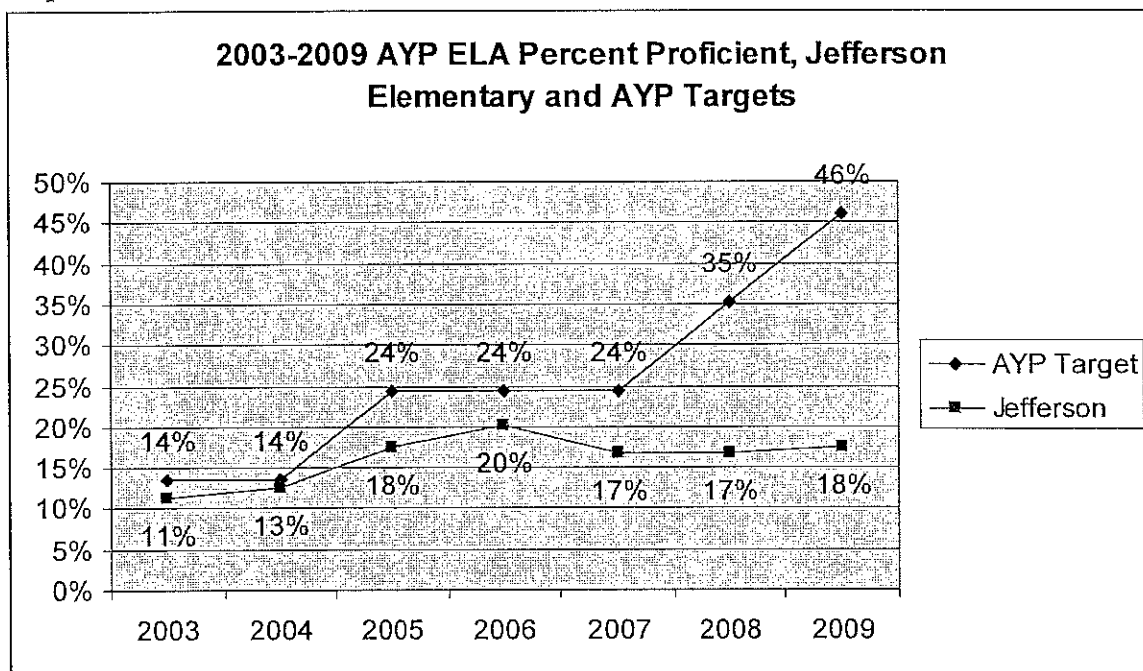
to which model they thought would be most effective for improving student achievement at their school. A parent meeting and a School Site Council meeting were held with similar goals and agenda. There were multiple meetings with key leaders at the school site to gather input. The four intervention models were shared as information items at the School Board meetings in March, April, and May and after much discussion, a final Board decision was made at the School Board meeting on May 24, 2010.

Specific Findings Resulting From the Analysis

The tables and charts below were collected and used in the data analysis and led to a series of findings that enabled the district to choose the most effective intervention model for Jefferson School. Each chart includes of summary of what the data indicates and at the end of this section are the findings related to all data.

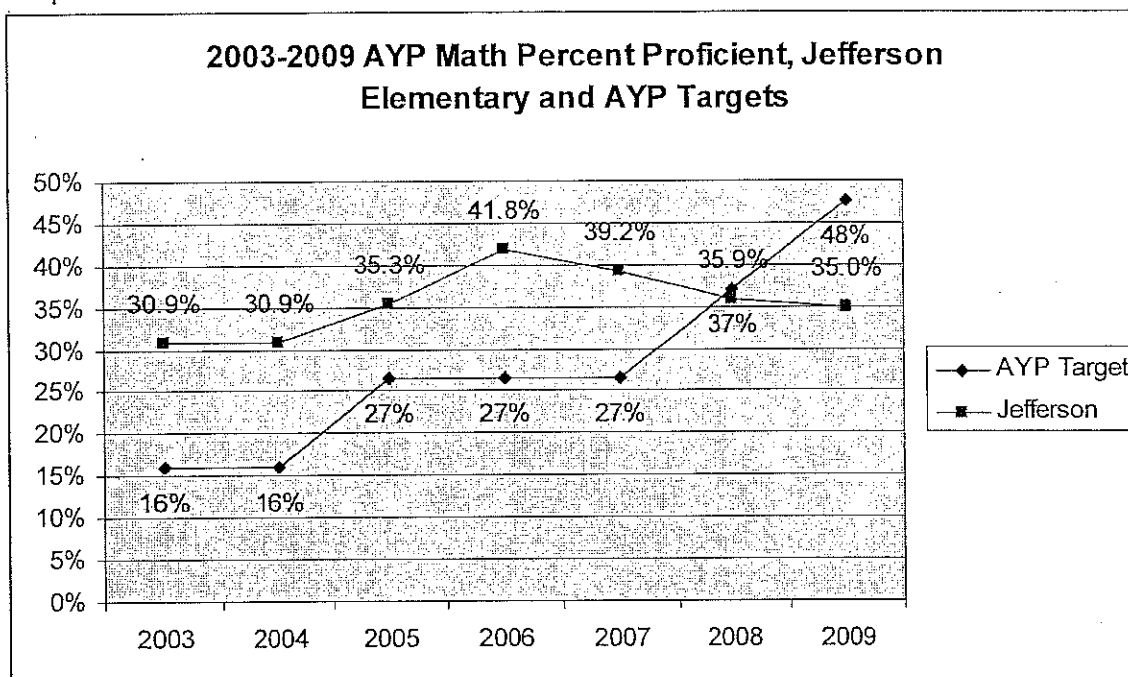
AYP

Graph 1.



Graph 1 shows the ELA progress of Jefferson School over the past seven years in regard to the AYP targets. While the data shows some growth from 2003 to 2006, the ELA scores actually dropped after 2006 and never met the required proficiency levels set by the state.

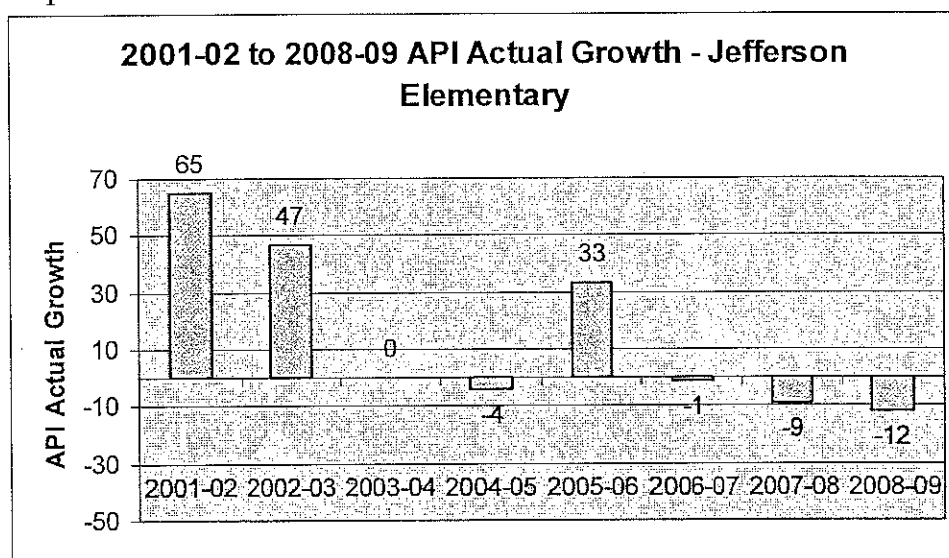
Graph 2.



Graph 2 shows the Math progress of Jefferson School over the past seven years in regard to the AYP targets. While the data shows some growth from 2003 to 2006, the math scores dropped steadily after 2006 and by 2009 were 13 percentage points below the required proficiency levels set by the state.

API

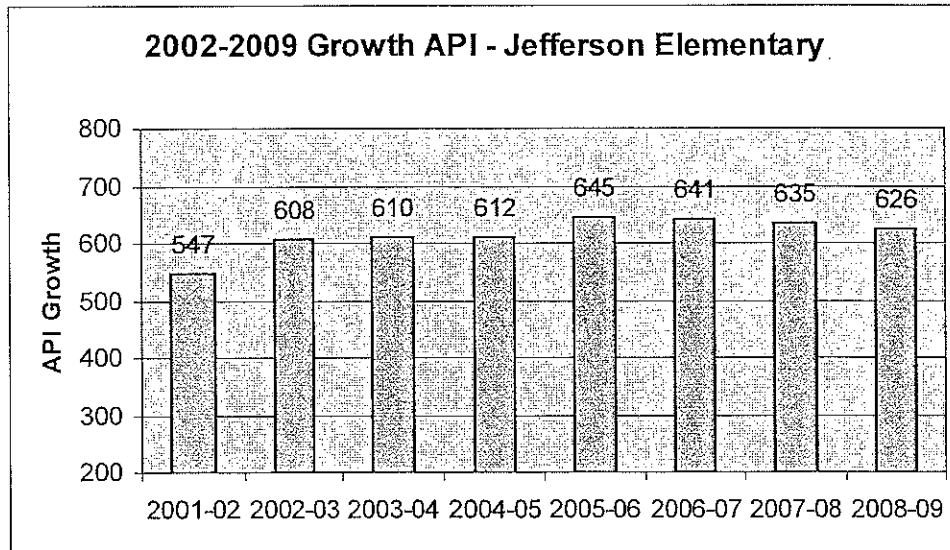
Graph 3.



Graph 3 shows the API growth of Jefferson School since 2001-2002. The data shows significant gains from 2001-2003 and in 2005/2006; however, there were 5

years of either no growth or negative growth with the years 2006-2009 being a consistent downward trend.

Graph 4.



Graph 4 shows the API growth of Jefferson School since 2001-2002 in a slightly different format than the previous graph. Using the actual API scores on the 200-1000 scale set by the state, this data shows that over nine years the school has improved from a 547 to a 626, but there was minimal growth between 2002 and 2005 and also a downward trend from 2005 to 2009. In fact, the net growth from 2002 to 2009 is only 18 points.

Table 1

Jefferson Elementary Growth API for 2002-2009, All Students and English Learners				
	2006	2007	2008	2009
All Students	645	641	635	626*
English Learners**	623	621	613	N/A

* Estimate

** Subgroup data for ELs was not available prior to 2006

Table 1 shows comparison API levels of all students and English Learners. The data shows a significant difference in the academic performance of EL's when compared to all students. EL's API scores are between 20 and 22 points lower than all students. There is also a consistent downward trend from 2006 to 2008, with a total drop of 10 points on the EL API during those years. The 2009 scores are only an estimate because there was a testing irregularity at the school that disallowed an API score.

Table 2

Jefferson Elementary API Ranks		
	Statewide Rank	Similar Schools Rank
2008	1	1
2007	1	2
2006	1	5
2005	1	3
2004	1	4
2003	2	3
2002	1	4
2001	1	2

Table 2 shows how Jefferson School ranks on API scores statewide and with similar schools throughout the state. Since 2001 Jefferson has been ranked at the lowest level for all but one year. In the similar school ranking, the school has been ranked as high as level 5, but in 2007 dropped to a level 2 and in 2008 dropped down to a level 1.

English-Language Arts

Table 3

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – All Students					
CST English-Language Arts	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Jefferson Elem	14%	11%	22%	22%	19%
LUSD	21%	10%	32%	27%	25%
California	53%	44%	61%	54%	52%

Table 3 shows ELA CST percent proficient or advanced results from 2009 and how each grade level at Jefferson School compared to the LUSD ELA CST percent proficient or advanced scores and the state ELA CST percent proficient or advanced scores. The data indicates that Jefferson School is the lowest performing school in ELA at all grade levels throughout LUSD with the exception of grade 3, where the scores are only 1% higher than the district average. When compared to the average percent proficient throughout the state, Jefferson School is even further behind. The school's percent proficient or advanced on the 2009 ELA CST's are between 32% and 39% below the state average depending on the grade level.

Table 4

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – English Learners					
CST English-Language Arts	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Jefferson Elem.	11%	5%	16%	7%	0%
LUSD	18%	7%	22%	13%	5%
California	39%	20%	34%	19%	15%

Graph 5

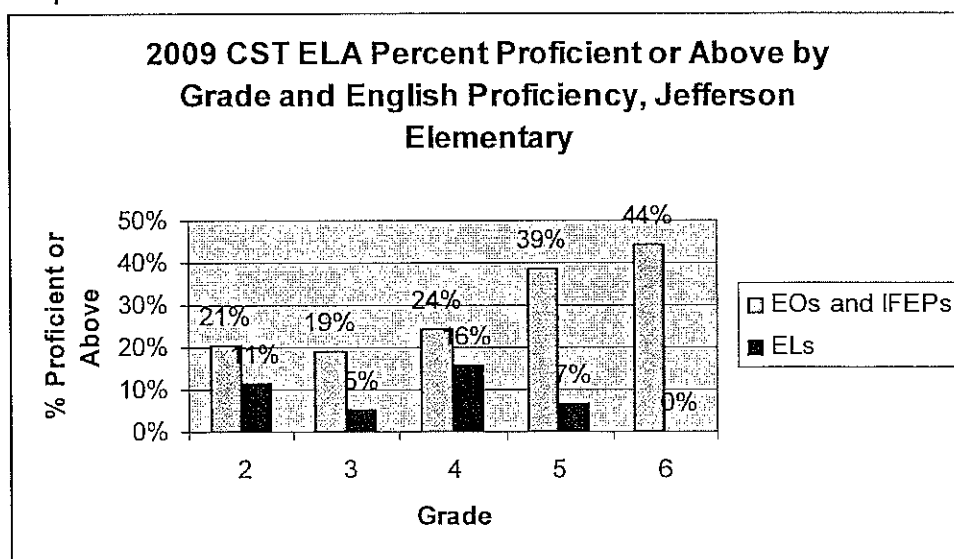
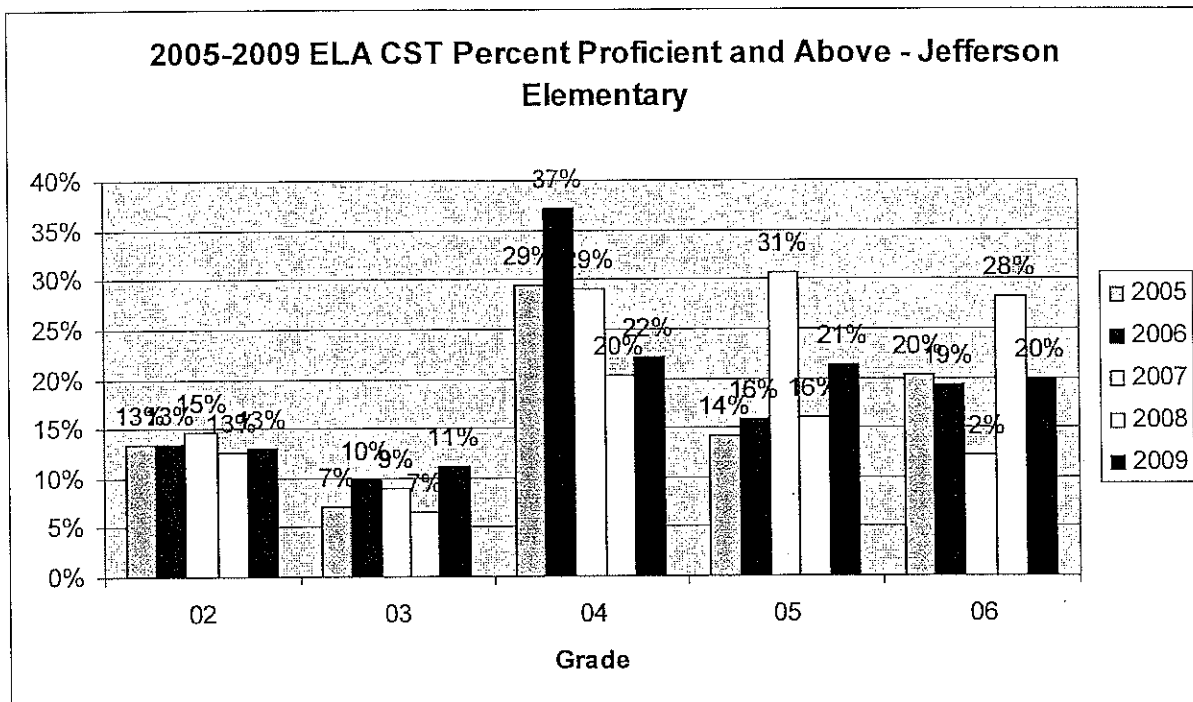


Table 4 and graph 5 show similar information as Table 3, but with a focus on English Learners. The results of this data indicates that the performance of EL's on the 2009 ELA CST's is below all other LUSD schools and significantly below the state average of EL's proficient or advanced. In fact, 0% of the EL's in Jefferson's sixth grade classes were proficient or advanced on the 2009 ELA CST's.



Graph 5 shows the percent of students at Jefferson School that scored at the proficient or advanced level on the ELA CST's between 2005 and 2009. The data is disaggregated by grade level. The purpose of this data is to follow a cohort of students throughout the years to determine their growth over time. When following the various cohorts of learners through the grade levels over the years, there is a consistent drop from second grade to third grade and then a significant gain in scores from third grade to fourth grade. After fourth grade, the ELA CST scores of each cohort of students drops in fifth and sixth grades.

Mathematics

Table 5

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – All Students					
CST Mathematics	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Jefferson Elementary	48%	35%	45%	21%	26%
LUSD	41%	33%	51%	34%	31%
California	63%	64%	66%	57%	49%

Table 5 shows how students at Jefferson Elementary School compare to other LUSD schools and the state on the percent proficient on the 2009 Math CST's. The data is disaggregated by grade levels. Jefferson is higher than the district average in grades 2 and 3, but drops below the district average in grades 4, 5, and 6. When compared to the state, Jefferson School's percent proficient or advanced on the

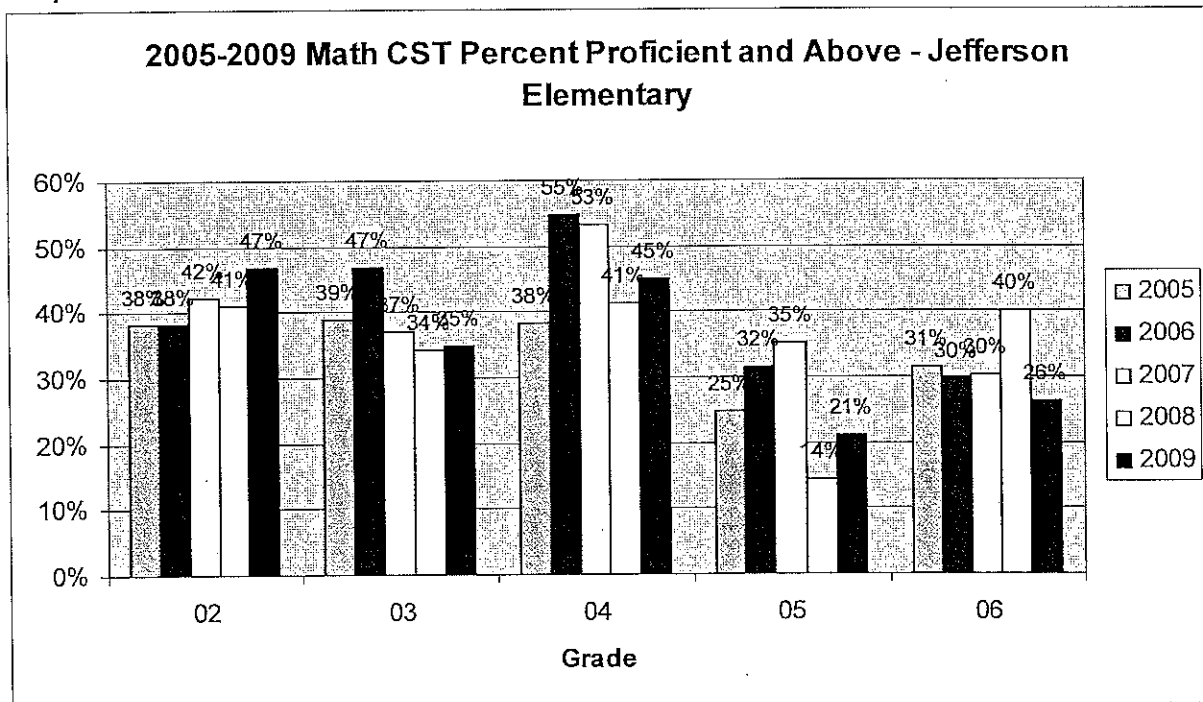
Math CST's is between 15% and 36% lower than the state average, depending on the grade level.

Table 6

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – English Learners					
CST Mathematics	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Jefferson Elementary	47%	33%	38%	7%	11%
LUSD	40%	28%	42%	22%	13%
California	53%	51%	47%	33%	19%

Table 6 shows the same data as table 5, but disaggregates the information by English Learner designation as well. The data shows that math may be an area of strength in grades 2, 3, and 4, but then again, a significant drop off in percent proficient or advanced in grades 5 and 6. While the differences between Jefferson School, other LUSD schools, and the state are not as significant for EL's in Math, they are still very low in grades 5 and 6.

Graph 6



Graph 6 shows the percent proficient or advanced of a cohort of students from 2005-2009. The data shows a consistent growth pattern from grades 2-4, a big drop in grade 5 and then a slight increase in grade 6, never recovering to the higher levels in grade 4.

Science

Table 7

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – All Students	
CST Science - Grade 5	Gr 5
Jefferson Elementary	17%
LUSD	23%
California	49%

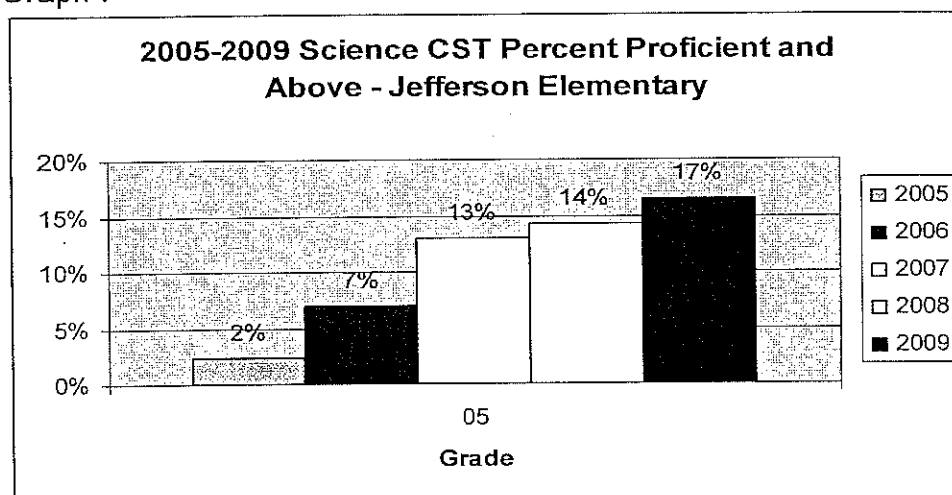
Table 7 shows that Jefferson 5th graders are below the other LUSD schools in percent proficient or advanced on the Science CST's by 5 percentage points and below the state average by 32 percentage points.

Table 8

Difference between Percent of Students Proficient or Above on 2009 CSTs at LUSD and the State – English Learners	
CST Science - Grade 5	Gr 5
Jefferson Elementary	3%
LUSD	11%
California	17%

Table 8 shows the same information as Table 7, but further disaggregates the information by English Learners. Only 3% of EL's at Jefferson School are proficient or advanced on the 2009 Science CST's, compared to 11% overall at LUSD and 17% throughout California.

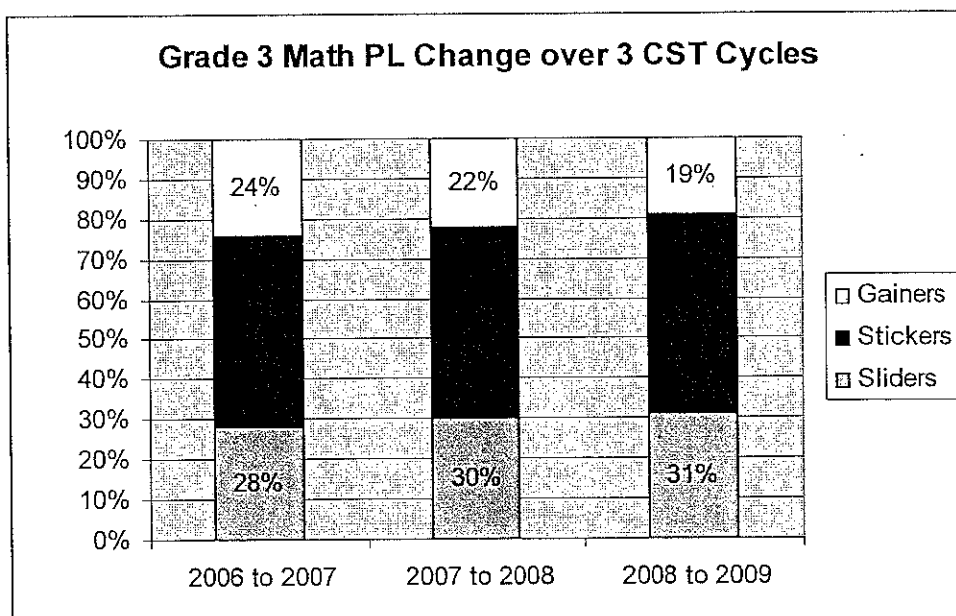
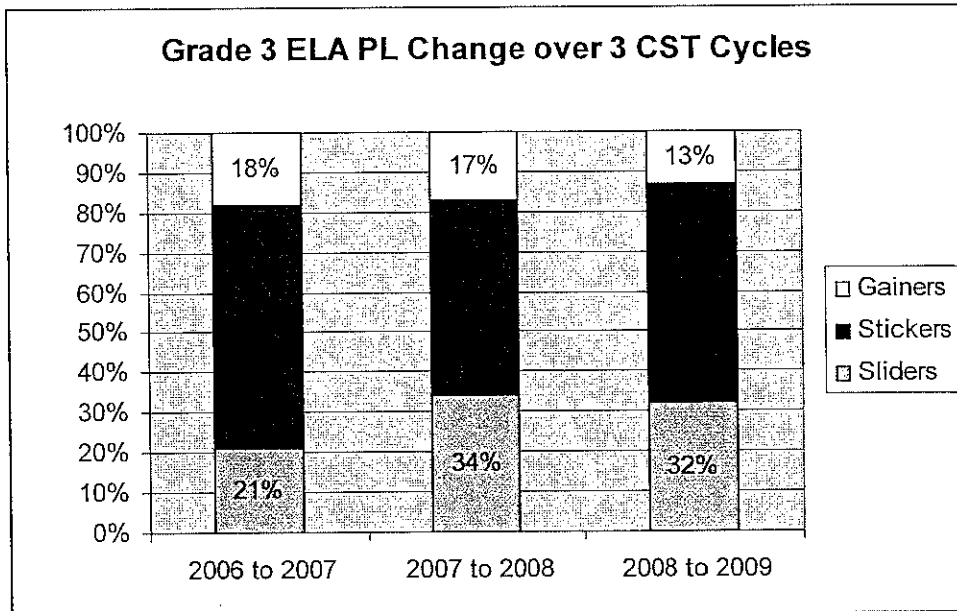
Graph 7



Graph 7 shows that the percent proficient or advanced on the Science CST's has increased from 2% in 2005 to 17% in 2009. While this is a study growth pattern, 17% proficient or advanced is still very low.

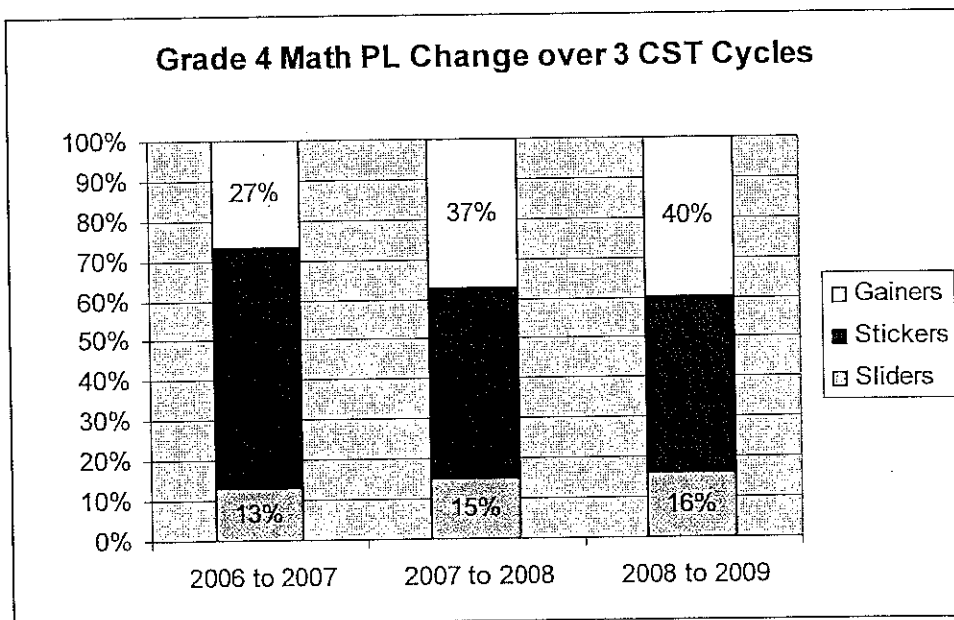
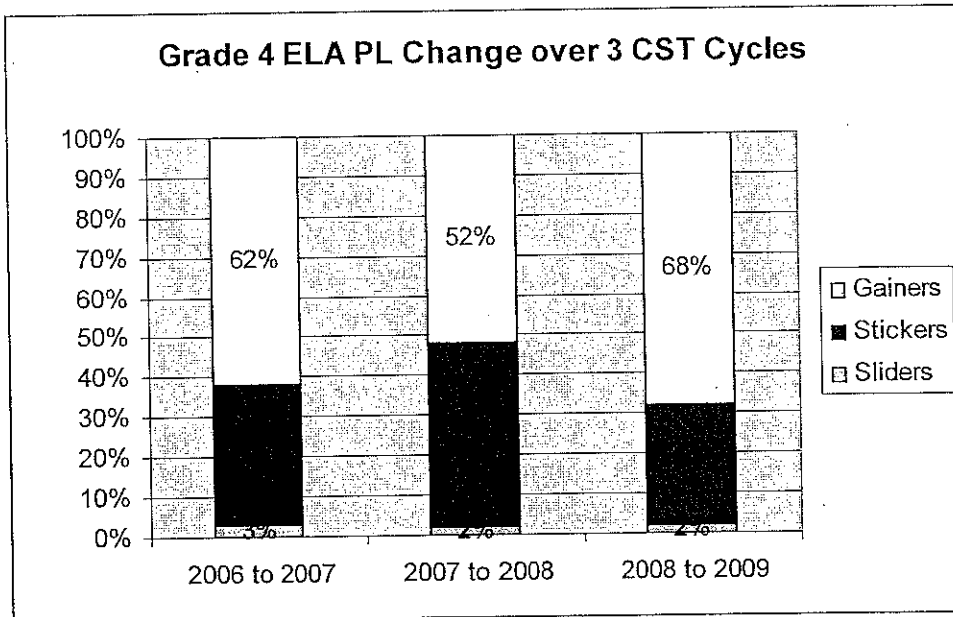
Gainers, Stickers and Sliders CST Data 2006-2009

The following graphs shows the percent of students who moved to the next performance level (gainers), remained at the same performance level (stickers), or moved backwards (sliders) from year to year on the Math and ELA CST tests. The data for each year is a direct comparison of how the student performed from the previous year. For example, the Grade 3 scores show the percent of students who were “gainers”, “stickers”, or “sliders” from second to third grade.

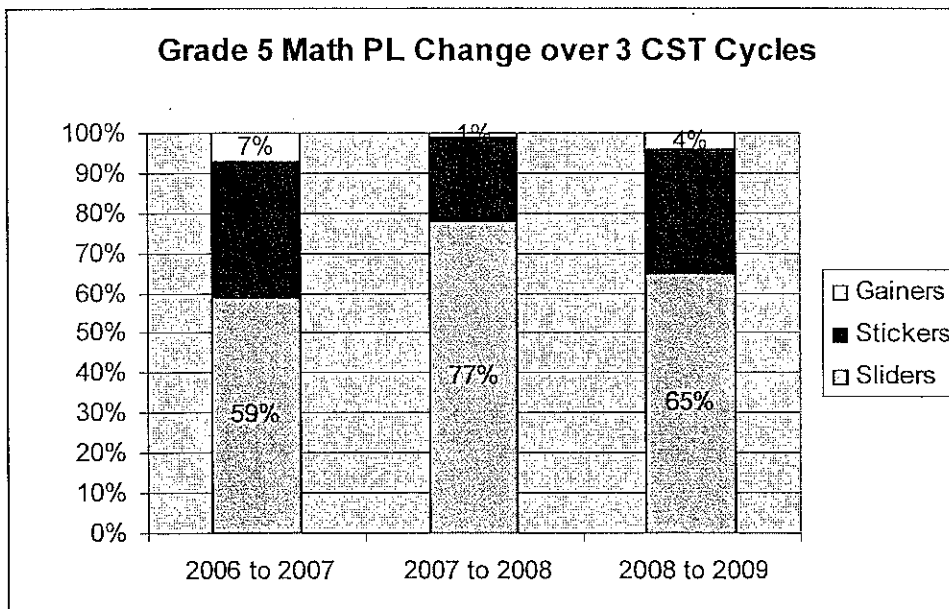
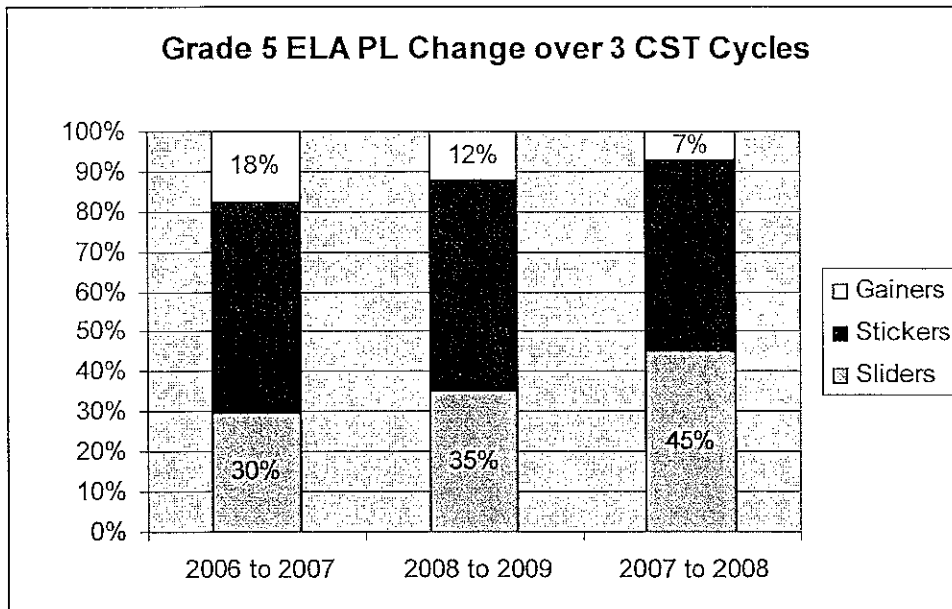


For both of the 3rd grade charts, the percent of students labeled as “gainers” decreased each year, while the percent of students labeled as “sliders” increased

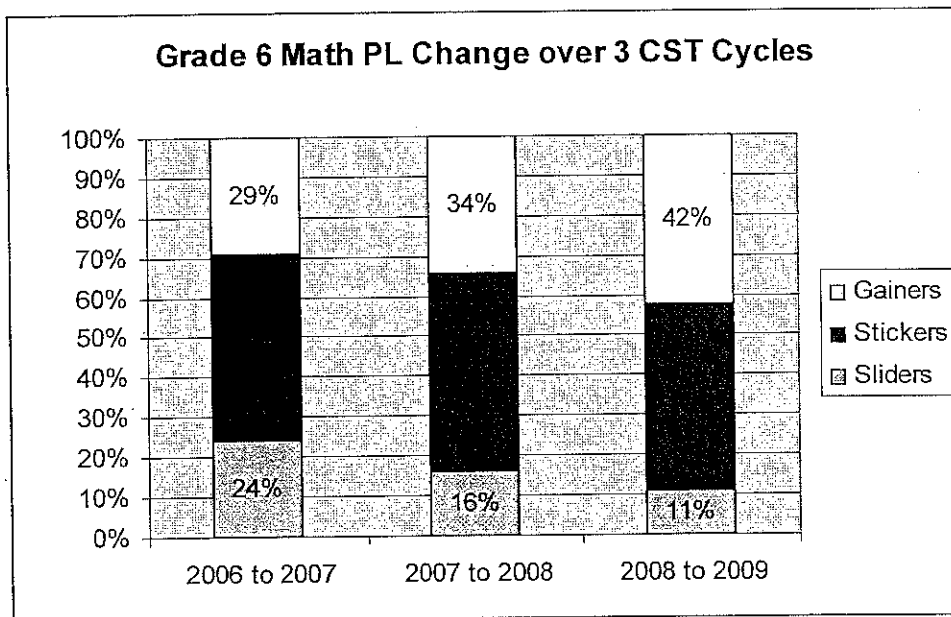
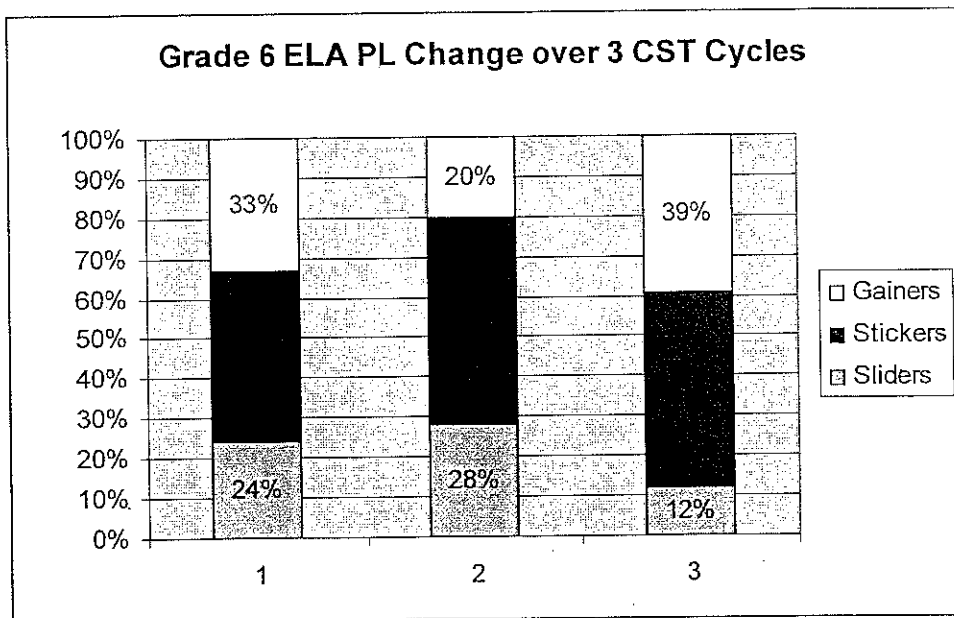
each year in Math and ELA. This demonstrates a negative growth pattern from 2nd-3rd grade three years in a row.



For both of the 4th grade charts, the percent of students labeled as “gainers” increased each year, while the percent of students labeled as “sliders” increased or remained the same each year in Math and ELA. This demonstrates a positive growth pattern from 3rd-4th grade three years in a row.



For both of the 5th grade charts, the percent of students labeled as “gainers” decreased from 2007 to 2009, while the percent of students labeled as “sliders” increased from 2007-2009 in Math and ELA. This demonstrates a general negative growth pattern from 4th-5th grade two out of the three years.



For both of the 6th grade charts, the percent of students labeled as “gainers” increased each year, while the percent of students labeled as “sliders” increased or remained the same each year in Math and ELA. This demonstrates a positive growth pattern from 5th-6th grade three years in a row.

The overall summary of the Gainers, Stickers, and Sliders data indicates that the teaching strengths for the school are at grades 4 and 6. These are the grade levels in which most students made gains when comparing scores from the previous years. Site and district administrative walkthrough’s to all classrooms on the site support this conclusion.

District-Level Data Analysis during 2009/2010

The following action items were established for Jefferson School based on the district data analysis session conducted with the school administration in December 2009:

1. Math:
 - a. During the next testing window teachers will plan and pace out how/when the standards for those Measurement Topics will be taught. Each grade level will have follow-up walkthroughs conducted by site administration to ensure adherence to the pacing schedule.
2. English Language Arts
 - a. Use the diagnostic test from the Treasures adopted textbook
 - b. Establish a writing "campaign" throughout the school to monitor writing
 - c. Every Monday all teachers will participate in in-depth planning sessions to analyze student-writing samples and plan writing instruction for the week.
3. Implement a Saturday school intervention. The lowest performing students from each classroom will attend and the focus will be on specific Measurement Topics/Standard focus areas for these students.
4. Science/Social Studies
 - a. Site administration will request learning goals for these content areas and conduct classroom walkthrough's to ensure the lesson plans are being followed.

The following action items were established for Jefferson School based on the district data analysis session conducted with the school administration in March 2010:

1. Math
 - a. Implement an intervention with 30 third grade students attending the STARS after school program three days a week
 - b. Begin a math facts "campaign" to ensure that 100% of 2nd-6th graders know all math facts by June 2010
 - c. Continue close administrative monitoring of grade level teams in the planning and instructional focus
2. English Language Arts
 - a. ELA schedules to be closely reviewed by site administration to ensure 60 minutes of writing per day
 - b. Continue administrative monitoring of writing campaign
 - c. Teachers required to provide individual feedback on each writing piece per week as evidenced on the writing walls
3. Science/Social Studies
 - a. Site administration will randomly select vocabulary charts for Social Studies and Science to monitor vocabulary instruction. Seven classrooms will be checked each week.
 - b. Staff development session each Wednesday for implementation of the Six Step Vocabulary process

District Level Data Analysis Sessions during 2009/2010

End of Measurement Topic benchmark assessments were administered throughout the 2009/2010 school year and analyzed at the district level. This section includes a summary of student learning at Jefferson School for several of these assessment periods. Specific data related to this section is found in Appendix B.

The November 2009, February 2010, and March 2010 data showed a significant increase in the percent of students reaching proficient or advanced levels on the district standards-based assessments after the re-teach/re-assess period for various reporting periods. The content areas included English Language Arts, Spanish Math, Social Studies, Science, and Spanish Language Arts. In ELA and Spanish Math Addition and Subtraction assessment, every grade level showed promising growth on some of standards after the re-teach period. The Social Studies assessment results for grades K-5 was very low, even after the re-teach period. In fact, there were some grade levels that did not have any students reach the proficient or advanced levels. The Science scores show that in every grade level, there were very few students who scored proficient or advanced. In fact, most students scored in the far below basic level causing concern as to whether the Science content was even taught. The most promising results of the re-teach came from the students who took the Spanish Language Arts assessments in grades K-3 and 5th. Over 50% of these students reached the proficient or advanced levels. However, due to very poor instruction in grades 4th and 6th, the percentage of student in the far below basic level increased significantly after the re-teach.

The February 2010 and March 2010 data analysis session compared K-6 ELA data for English Learners and K-6 ELA data for non-English Learners. The number of EL's taking both versions of the assessment was nearly equal, showing that nearly all EL's had to re-take that ELA assessment. On nearly every assessment in grades 2-6, there was a backward trend in the percent of learners showing proficient or advanced scores on version #1 and version #2. On nearly every assessment there was improvement on one or two standards after the re-teach, but for all other standards (usually about 3-6 standards in each grade level) scores either remained flat or went backwards.

For non-English Learners, the data was very similar in grades K-3rd with a very flat or non-existent growth trend from version #1 to version #2. Also in grades K-3rd, the difference in the percent Proficient or Advance between EL's and non-EL's was very low. In several instances, the EL's actually outperformed the non-EL's. However, in grades 4th-6th, the percent Proficient/Advanced increased significantly after the re-teach and the gap between EL's and non-EL's increased with each grade level. By the 6th grade non-EL's were outperforming EL's by 25-40% on nearly every standards.

Key Findings From Data Analysis:

1. Student achievement is unacceptably low in all content areas and most grade levels on nearly every measure of student learning

2. Student achievement peaked in 2006 and has steadily declined or remained flat for the past three years
3. English Language Arts is a particular area of weakness
4. Learning for English Language Learners is significantly lower than the whole school, other schools in the district and the state
5. Under the leadership of the current principal, the school has had a net API gain of 18 points over 8 years
6. Local assessment results improved in ELA and Math after re-teaching and re-assessing specific standards, indicating that the re-teach/re-assess model is effective for increasing learning
7. Not enough learners were given extra time in various interventions offered by Jefferson School throughout the school year
8. Approximately 50% of the teachers effectively and consistently implement learned staff development in literacy and math
9. Learning in four classrooms at the school site was seriously compromised because the teachers were highly ineffective
10. Efforts to monitor implementation of staff development and site procedures were successful when the data was made transparent so that it was easy to determine who was implementing or not implementing
11. Grade levels that regularly collaborated provided the most consistent standards-based instruction and got the best results on local assessments
12. Evaluations conducted by site administration followed by disciplinary action proved to be effective for moving several ineffective teachers out of the district
13. Follow-up actions from the district data chats were implemented slowly and with little effectiveness
14. School culture and disagreements with the site principal and certain district and site staff members negatively impacted learning
15. State adopted ELA program was implemented with fidelity beginning in January 2010
16. State adopted Math program is not implemented with fidelity
17. Instructional pacing and planning was not effective until November/December 2009, this impacted how learners performed on all fall 2009 local assessments
18. Science and Social Studies are not taught consistently or effectively in many classrooms due to lack of instructional planning and monitoring
19. Many professional development opportunities were offered over the past 8 years, but the follow-through and coaching in many of the staff development efforts was not consistent until the beginning in November 2009
20. Literacy instruction was not monitored nor was literacy a key expectation prior to the district mandate in fall of 2009
21. A major and successful writing campaign was implemented beginning in November 2009
22. Data analysis sessions of local assessment results were consistently conducted beginning in fall 2009. Prior to that, the data analysis sessions were inconsistent and did not improve student learning

23. Approximately 50% of the teachers are considered satisfactory, 35% are considered "needs to improve," and 15% are considered highly ineffective/unsatisfactory
24. Categorical funds were used to hire personnel, purchase materials, and provide intervention; but these personnel, materials, and interventions had minimal impact on learning
25. Ineffective and inefficient use of support staff, including special education staff, resource teachers, counselors, and outreach consultants
26. Parent participation in school activities has increased greatly over the past two years, but the education and literacy levels of many parents limits their engagement in the academic support for their children

ii. Selection of Intervention Models

After careful analysis of all data, study of the findings, and a thorough process of gathering input from all stakeholders, the Lindsay Unified School Board selected the Turnaround Model for Jefferson Elementary School. The process included three separate meetings with the school staff, two meetings with parents, two formal public hearings, and many hours of deliberation at the Cabinet and School Board levels. The process and summary of each of those meetings is described below.

Meetings and Input from Jefferson Staff

District administration met with the school staff in early-March 2010, prior to the formal designation as a Persistently Low Achieving School. The purpose of this meeting was to explain the recent Race to the Top Legislation and the interaction of this legislation with the list of Persistently Low Achieving Schools and the School Improvement Grant (SIG) and the possible models that may be selected to improve achievement at Jefferson School. General questions were answered and the site was "put on notice" of the possibilities that may be coming shortly.

After being formally designated as a Persistently Low Achieving School, District administration conducted two additional meetings with the staff at Jefferson School. One was conducted in Mid-March and went further in detail on the models and what this meant for Jefferson School. On April 19, 2010, district administration conducted a formal meeting with all staff at Jefferson School to gather input as to which model would be best for Jefferson School. It was made clear that the School Closure and the Restart intervention models were not feasible because of the limited facilities in the district and the timelines involved in converting a school to a charter. Therefore, the two options that were discussed in-depth were the Transformational Model and the Turnaround Model. As a group the pros and cons of each model were listed and each staff member was given the opportunity to individually submit a recommendation in writing as to which model they thought would be best for Jefferson School. Staff members overwhelmingly recommended the Transformational Model. Many of the reasons given for this recommendation involved the staff's concerns over not re-hiring 50% of the staff. They were concerned that this would be too great of a disruption and the incoming Principal did

not know enough about the current staff to make the decision as to who should stay and who should go. At that time, they did not know who the new principal would be and that was of great concern to the staff.

Meetings and Input from Jefferson Parents

Two meetings were held with Jefferson School Parents to inform them of the intervention models and allow them the opportunity to provide input. The general meeting was held on April 20, 2010 and was an open meeting for all parents. The second meeting was with the School Site Council. Parents mostly asked questions about what this would mean for their children and provided very little input or preference as to which model would be best to choose. The parent group shared the need to increase expectations for teachers and students and increase accountability for everyone involved in educating their children. The parents liked the Measurement Topics and Assessment system and thought the instruction as a result of this new system was much more rigorous than previous years.

Meetings and Input from Cabinet and School Board

Early meetings between the Superintendent and school Principal began in January 2010 to discuss probable release due to lack of student achievement at the school. These meetings discussed many of the issues related to the findings summarized above. As the RTTT Legislation unfolded and the Persistently Low Achieving School process was made clear by CDE, the local School Board was kept informed. They were made aware of the various models and that one or more schools in the district could be selected. Cabinet members and School Board members considered the site and district-wide ramifications of each model, the findings from the needs analysis, and the input for the staff and parent in determining the serious need for comprehensive reform at Jefferson Elementary School. The Turnaround Model was ultimately selected as the intervention model.

Why the Turnaround Model was selected

The key findings of the data analysis included in this grant narrative clearly demonstrate that there are multiple issues that are impacting learning at Jefferson School. However, nearly all of the issues related to learning center around two broad areas: ***leadership inadequacies*** and ***teacher ineffectiveness***.

To demonstrate, information from the **key findings related to leadership inadequacies** include:

- Under the leadership of the current principal, the school has had a net API gain of 18 points over 8 years
- Student achievement peaked in 2006 and has steadily declined or remained flat for the past three years
- Not enough learners were given extra time in various interventions offered by Jefferson School throughout the school year. Interventions were slow to start and then implemented with far too few students
- Follow-up actions and directives from the district data chats were implemented slowly and with little effectiveness

- School culture and disagreements with the site principal and certain district and site staff members negatively impacted learning
- State adopted ELA program was not implemented with fidelity until January 2010, over five months into the school year
- Literacy instruction was not monitored nor was literacy a key expectation in the classrooms prior to the district mandate in fall of 2009
- Data analysis sessions of local assessment results were consistently conducted beginning in fall 2009, only after the district scheduled the data chats throughout the year and provided support in how to conduct them. Prior to that, the data analysis sessions were inconsistent and did not improve student learning
- Categorical funds were used to hire personnel, purchase materials, and provide intervention; but these personnel, materials, and interventions had minimal impact on learning and were not used strategically or with specific intent to improve learning

Furthermore, information from the **key findings related to teacher ineffectiveness** includes:

- Student achievement is unacceptably low in all content areas and most grade levels on nearly every measure of student learning
- Approximately 50% of the teachers effectively and consistently implement learned staff development in literacy and math
- Learning in four classrooms at the school site was seriously compromised because the teachers were highly ineffective
- Evaluations conducted by site administration followed by district disciplinary action proved to be the only effective method for moving several ineffective teachers out of the district
- Instructional pacing and planning was not effectively used until November/December 2009, this impacted how learners performed on all fall 2009 local assessments
- Science and Social Studies are not taught consistently or effectively in many classrooms due to lack of instructional planning and administrative monitoring
- Many professional development opportunities were offered over the past 8 years, but the follow-through and coaching in many of the staff development efforts was not consistent until January 2010
- Approximately 50% of the teachers are considered satisfactory, 35% are considered “needs to improve,” and 15% are considered highly ineffective/unsatisfactory
- Grade levels that regularly collaborated provided the most consistent standards-based instruction and got the best results on local assessments. Many grade levels did not effectively collaborate

Because so many of the findings related directly to leadership inadequacies and teacher ineffectiveness, the LUSD School Board and District Administration determined that it was essential to select the Turnaround Model. This model allows

the district to remove the principal, re-hire only 50% of the staff, offer financial incentives linked to teacher performance, restructure the school governance to give more district oversight, implement a standards-based instructional program, increase learning time, implement effective staff development, and improve teacher collaboration. All of these items were considered essential to turning the school's academic achievement around.

The other intervention models were not selected for various reasons. The School Closure Model could not be selected in Lindsay Unified because the physical limitations of schools throughout the district would not allow space for all of the students at Jefferson School to transfer to. The Restart Model was not selected because of the short timeline requirements for when the school was given the Persistently Low Achieving Status and when a Charter School Application would need to be approved by the State Board of Education. The Transformational Model was seriously considered because it would allow for the removal of the Principal and the increase of learning time; however, with so many issues related to teacher ineffectiveness, the moving of ineffective teachers was paramount. In addition, the Turnaround model allows the new Principal to begin the urgent reform efforts described in the next section without the Program Improvement status, requirements, and time constraints.

iii. Demonstration of Capacity to Implement Selected Intervention Models

In response to the needs analysis and key findings, the district has planned to implement the following reform efforts to improve learning at Jefferson Elementary School. This section includes the actions that will be taken, how the action is linked to a key finding, and how the School Improvement Grant funding will be used to support these actions.

Action #1 – Remove the School Principal (Key Findings #1, 2, 5, 7, 13, 14, 15, 16, 18, 19, 20, 22, 24) – The LUSD School Board approved this action on March 8, 2010. A new principal was selected for the school in April 26, 2010. The principal will be given sufficient operational flexibility over site decisions. She will have flexibility over her site and site restricted budgets. She will make the decision as to which teachers to keep and which to remove. She will make other personnel decisions as to who is kept in which positions. This action has no impact on SIG funds.

Action #2 – Re-hiring of not more than 50% of the staff (Key Findings #8, 9, 11, 12, 17, 18, 19, 23) – Seven teachers were removed or resigned from the district and six were transferred to other schools in the district. We re-hired less than 50% of the teaching staff. All of these movements were finalized on June 3, 2010. See Action #11 for details on the selection of staff for the school. This action has no impact on SIG funds.

Action #3 - Increase Regular Instructional day by 55 minutes per day for all students (Key Findings #1, 3, 4, 6, 7, 18). The instructional day for all teachers and students will be from 8:15 am -3:30 pm **Monday, Tuesday, Thursday and Friday** (Wednesday is staff development) **Wednesday instructional day for students will be from 8:15am -12:50 pm.** This will increase the day by 1 hour per teacher per day. We will submit a Waiver to CDE as required. This will be funded by SIG funds: Year 1 cost = \$310,445 (33 teachers for one extra hour per @ \$46.30 per hour + benefits); Year 2 cost = \$ 325,968 (5% increases for step and column advancement and COLA); Year 3 cost = \$342,266 (5% increases for step and column advancement and COLA)

Increased Instructional Time	Number of Hours Increased
55 minutes per day, four days per week (all students)	135hours
1 hour intervention four days per week (sustainable after SIG)	144 hours
1 hour teacher collaboration one day per week described under staff development below (sustainable after SIG)	36 hours
Total Increase	315 hours/year

The **daily** instructional schedule will be as follows:

- 1.5 hours of math (2nd –6th will be from 8:15-9:45 a.m.)
- 2.5 hours of English Language Arts
- .5 hours of English Language Development
- 1 hour of Science
- 1 hour of History/Social Science
- .5 hours of Physical Education

Action #4 Extended 60 minutes of Intervention Instruction daily for specific subgroups (Key Findings #1, 3, 4, 6, 7, 18). From 3:30 p.m.-4:30 p.m. daily, selected students will receive intervention instruction as outlined below. This will be funded by SIG funds: **total cost = \$364,992 Year 1; \$152,722 Year 2; \$155,867 Year 3**

Year 1: \$60,685 for **intervention teacher** pay (10 teachers x 4 hours per week x 32 weeks x \$42 per hour + benefits), Year 2: \$60,630 and Year 3: \$60,800

Year 1 \$69,658 (salary + benefits); Year 2 \$72,735; Year 3: \$75,290 for a **full time technician to troubleshoot technology problems related to computer programs used for additional interventions.**

Year 1 only: \$60,000 for 100 computers, \$40,000 for instructional software, \$60,000 for leveled reading books, \$60,000 for library books, \$50,000 for projectors, response cards, Quomo boards, and document camera. Year 2 only: \$60,000 for 300 Netbooks @ \$200 each

Target Group	Intervention	Number of Learners
1. Advanced learners	Arts, Technology, Theatre, STEM activities	25-30 learners per teacher
2. Basic	Supplemental Math, ELA, Science, Social Studies	15-20 learners per room, targeted instruction
3. Far Below Basic/Below Basic	Intensive ELA and ELD	5-7 learners per teacher
4. Learners three or more years below grade level	Intensive Literacy instruction (such as Reading Recovery)	2 learners per group maximum

The school will provide interventions as noted to as many students as possible based on the number of effective teachers that will agree to work the extra hour with proper compensation. Students will be selected as follows: All K-6 students for each group listed above are identified first by teacher input. The student intervention lists are then modified based on CST and local assessment data. Initial lists will be created in the spring of 2010 and finalized the first week of school 2010. Interventions begin the second week of school, August 23, 2010.

In order to effectively implement the interventions, the school will purchase a variety of instructional materials including leveled reading books, library books, teacher and student computers, various instructional software (such as Accelerated Reader, FASST Math, Lexia, Imagine English, etc), Netbooks, overhead projectors, response cards, Quomo boards, and document cameras. In addition, a full time technician will be hired to ensure that all technology components of the interventions are reliable and robust. (The reliability of the technology has been an issue in the past). All interventions will be closely coordinated with the Migrant and After School Program to ensure effective use of time, staff, and resources as well as to enhance the sustainability of the practices after the grant funding ends.

Action #5- Provide On-going, job-embedded Staff Development (Key Findings #1, 3, 4, 8, 10, 11, 15, 16, 17, 19, 22)

Each Wednesday staff development –

1:00-2:00 p.m. - Formal and structured collaboration with grade levels teams with a focus on data analysis and instructional planning. It is imperative that the staff collaborates on a regular basis. This will help the new teachers to the site as they can learn during these collaboration sessions from master teachers, it will help to strengthen the planning for lessons so that instruction continues to be more rigorous, and it will help to put into practice those things that have been learned during staff development.

2:00-4:30 p.m. – Specific trainings related to Literacy, Math, or Dennis Parker's Strategic Schooling and teacher planning.

Literacy Training – Each Wednesday, for at least the first eight weeks of the school year, staff will be trained on employing effective literacy strategies in their classroom. Follow up coaching and support will be provided throughout the year with the resource teachers noted in Action #6. SIG funded, cost = \$6,400 in consulting fees (64 hours of training and coaching at \$100/hour) in Year 1 only.

Dennis Parker's Strategic Schooling – Training with the entire staff during the three voluntary staff development days: August 16, 2010, September 24, 2010, and January 18, 2010. The focus on the "Twelve Bread and Butter Strategies" to improve CST scores. This will be SIG funded: \$18,675 in Year 1 only; Teacher costs = \$11,175 (\$100 stipend X 33 teachers X 3 days + benefits); Consultant costs = \$7,500 (1FTE x 3 days x \$2,500/day).

Math Training with Head-Pollett – 2-day summer training institute provided for experienced teachers and a 3-day summer training institute provided for new teachers on July 26-28, 2010. Math Consultants will work with the district for an additional 10 days throughout the year and teachers will receive daily support of the math resource teacher noted below. This will not be not be funded by SIG.

Action #6 - Effective and Strategic Use of Additional Resource Teachers (Key Findings #1, 3, 4, 7, 8, 10, 11, 15, 1, 17, 20, 22, 23)

Hire two additional Resource Teachers to build capacity at the school; one would have expertise in Mathematics and the one would have expertise in ELA. This will be SIG funded: Cost Year 1 = \$207,888 (salary + benefits); Cost Year 2 = \$214,168 (salary + benefits); In Year 3 we will hire only one additional Resource Teacher because capacity will be built. Cost Year 3 = \$112,525 (salary + benefits). Work schedule would be from 8:30 –4:30 p.m., ensuring they would teach the 60 minutes of daily extended learning time.

Responsibilities of Resource Teachers include:

- Reading instruction in small groups in the classroom during the day
- Instruction after school with Below Basic, Far Below Basic learners
- Modeling guided reading and literacy instruction in the classroom for teachers in the classrooms
- Conduct literacy staff development
- Conducting all DRA testing and reviewing results with classroom teachers
- Lead the Accelerated Reader campaign, writing campaign, and math facts campaign

Action #7 – Restructure the use of Counseling/Outreach Consultant Staff and strengthen links with Lindsay Healthy Start (Key Findings #1, 13, 14, 25) – This will not be SIG funded.

There are three full time counselors at Jefferson Elementary. One is an Outreach Consultant, another has a primary responsibility for the Bully Prevention Program, and the third person is a counselor. The workday for the counselors needs to be restructured to best meet the needs of the students.

- Daily schedule to be 7:30 a.m. - 4:30 p.m.

- Conduct various support groups (behavioral support, peer mediation/conflict resolution) only before school, during lunch, and after school at these times, not during instructional time: 7:45-8:15, 10:40-12:50, and 3:30 – 4:30
- All referrals will go to counseling staff first. Once the referral is received, one of the counselors will review the referral and determine if it is a counseling issue or discipline issue. If it is a counseling issue, the child will be scheduled immediately. If it is a discipline issue, the child will be sent to the office. If it is an issue for both counseling and discipline, the counselor will set up the counseling appointment and then send the child to the front office for discipline.
- Counselors will be visible to students, parents and teachers before and after school, during recess and lunch to be preventive of potential discipline issues throughout campus.
- Counselors will conduct/lead/coordinate Olweaus Bully Prevention efforts sometimes in the classroom and sometimes outside the classroom (recess or lunch).
- Counselors will recruit and train parent volunteers, make referrals and act as liaison to Healthy Start as needed, conduct parent trainings/Parent University, coordinate the Girls Club/Boys Club, coordinate all SST's, COST, Attendance Review Team, conduct case management, coordinate award assemblies.
- Lindsay Healthy Start, a family resource center, will provide services to Jefferson Elementary School. The Healthy Start collaborative is composed of 20 community agencies, including health, mental health, and social services.

Action #8 - Revamping the Teacher and Administrative Evaluation System (Key Findings #1, 6, 8, 9, 10, 12, 14, 19, 23) – This will not be SIG funded.

- All teachers and the principal as well as other administrative staff will be formally evaluated each year.
- The district will utilize the language in the current Standards for California Teachers, specifically Standard Five: Assessing Student Learning. Lindsay Teachers' Association (LTA) has already negotiated this language, and it is in the Collective Bargaining Agreement (CBA). (Appendix C) The District will write, in collaboration with members of LTA, a rubric that defines four different levels of performance for each the standards. **Distinguished= Level 4, Proficient(satisfactory) = Level 3, Needs to Improve = Level 2, Unsatisfactory = Level 1.**
- District administration will train the principal regarding the evaluation process.
- After two years of overall unsatisfactory performance rating, the teacher will be frozen on the salary schedule. This has already been negotiated with LTA and is a part of the CBA. (Appendix C, Section 19.8)
- Teachers will be expected to ensure that every student in their class makes at least one year's growth in one year's time in order to receive a proficient (satisfactory) evaluation (special education students will meet IEP goals). The individual student growth will be based on the following:
 - DRA will be used to determine pre and post reading levels

- A comprehensive math assessment developed by Action Learning Systems will determine pre and post math levels
- Teachers will also be expected to meet classroom level growth targets specific to how the class scores as a whole. These goals include the following:
 1. **API (2nd-6th grade only)**– As a whole, the class will attain the state API targets for the school
 2. **CELDT** – As a whole, the class will make their AMAO 1. This is the required percent of EL's that will move at least one performance level each year – required level is 54.6% in 2010/2011.
 3. **CST Assessment Goal (3rd-6th grade only):** 10% more students will move into the Proficient or Advanced level that were not in the Proficient or Advanced level the previous year. This applies for Math and ELA for grades 3rd-6th. For example, if a class group as a whole, came into this particular teachers class with 35% Proficient/Advanced in Math in 2009/2010, then that percent as a whole class will increase to 45% Proficient/Advanced in 2010/2011.
 4. **Local Measurement Topic (MT) Assessment Goal:** 50% of the students in the class will attain Level 3 (minimum proficiency level expected of all learners on the district MT's) knowledge or higher on the end-of-topic assessments after the re-teach/re-assess time for each MT assessment. Special Education students will meet IEP goals and 504 Plans to determine proficiency.

Action #9 – Provide Rewards/Incentives for teacher performance and achievement results (Key Findings #1, 4, 5, 8, 9, 12, 14, 23, 24) – This will be funded by SIG – Potential cost estimated at \$122,667 in Year 1; \$123,042 Year 2; \$123,466 Year 3

- Grade level- financial awards will be given to an entire grade level for exceeding the MT growth goals outlined above. \$3,000 per teacher in the grade level for exceeding the 55% end of year MT goal (Special Education students will reach goals in IEP and 504 plans). Certificated Instructional Support staff (Resource teachers, Special Ed teacher, Counselors, Curriculum Coach) will receive a \$3,000 stipend if the entire school exceeds the 55% end of year MT goal. Total for both teachers, resource teachers and counselor is \$3,000 x 36 staff + benefits = \$122,667
- School wide –Awards and social events will be sponsored by the school SIG funds for attaining the school wide goals outlined in section ix of this application. These include, but are not limited to the following: McDermott Days (a local sports and recreation facility with bounce

houses, laser tag, flow rider, rock climbing wall and more), ice cream social, BBQ's - \$2,000.

- Individual - awards will be given in the form of public recognition and increased classroom supply budgets. \$2,000
- Principal's discretionary awards – these will be given to teachers or students based on student achievement and will include periodic items such as Starbucks cards, lunch certificates, classroom supplies, etc - \$2,000
- Student awards for Measurement Topic growth and STAR/CST results: the student is given one ticket for every point of growth and then drawings for rewards such as Mustang CST shirt, play day, certificate to local store, etc. Cost will be \$10,000.
- Unsatisfactory performance evaluation will result in ineligibility for any performance awards

Action #10: Governance Structure (Key Findings #1, 2, 5, 8, 9, 10, 13, 14, 18, 20, 24, 25):

A new Governance Structure will be established at Jefferson School in which all activities and actions outlined in the SIG application will be closely monitored by the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent will be responsible for meeting bi-weekly with the school principal to discuss progress, analyze data, and plan next steps for improving learning. The purpose of the meetings will be to ensure program fidelity and effective implementation of the specified action items. In addition, the Assistant Superintendent will deliver monthly updates regarding academic progress to all Cabinet and School Board members. The Assistant Superintendent will also attend School Site Council meetings and site Leadership Team meetings at least quarterly and will serve as the final approval for all expenditures related to the grant implementation.

Action #11: Recruit, Place and Retrain Staff (Key Findings #1, 2, 8, 9, 11, 17, 19, 23)

On March 8, 2010 the Governing Board took action to remove the principal of Jefferson Elementary School. Along with the principal, between March and June 2010, probationary teachers with low student achievement scores and ineffective instructional practices were non-re-elected and released. In addition, a number of permanent teachers resigned or were voluntarily and involuntarily transferred from Jefferson Elementary.

To begin the principal replacement search, approximately ten candidates were selected from a pool of 60 applicants. Reference checks conducted prior to beginning the selection process narrowed the pool to six. All candidates were highly qualified, experienced administrators who came highly recommended from their previous Districts. Candidates went through a rigorous two day selection process which consisted of four parts: (1) a personal interview with a panel of site and district administration and certificated and classified staff; (2) an analysis of actual Jefferson Elementary student achievement data followed with the task of creating a written

one year action plan to improve student achievement; (3) a lesson observation, analysis, and debrief with the Assistant Superintendent of Curriculum and Instruction; and (4) a second personal interview with the Superintendent and Assistant Superintendents for the three finalists selected in round one. The principal selection process concluded with Board approval of the new principal on April 26, 2010.

Shortly after her appointment, the new principal began the process to select Jefferson's teaching staff. The principal was provided with two years of most recent student achievement data by individual teacher. After an analysis of the data, the principal conducted personal interviews with each potential returning teacher. She visited classrooms to determine the level of effective instruction. The principal then recommended the transfer of seven permanent teachers. Five of the identified teachers were transferred, filling all available vacancies at other schools in the district. Following personal interviews with permanent district teachers who had requested a voluntary transfer to Jefferson Elementary, two permanent teachers were voluntarily transferred to Jefferson. Thus, we retained less than 50% of the teaching staff at Jefferson Elementary.

Concurrent with the principal selection process and the release and transfer of existing staff, a number of activities to recruit new highly qualified teachers to Jefferson Elementary were conducted. District and site administration and staff attended teacher recruitment fairs at Fresno Pacific University (March 18), Fresno State University (April 8) and the Tulare County Office of Education (April 17). District Human Resources staff also worked closely with California Teacher Recruitment Office staff located at the Tulare County Office of Education to identify highly qualified teacher candidates. Teaching positions for candidates holding Multiple Subject with CLAD or BCLAD were also posted to the Ed-Join teacher recruitment website. Jefferson Elementary offers Dual Immersion and English only programs, so efforts focused on recruiting both highly qualified English only and Spanish bilingual candidates. As a result of these recruitment efforts, an estimated total of 450 – 500 applicants were identified to fill teacher vacancies at Jefferson.

The principal and site staff selected approximately 30 candidates for consideration to fill available vacancies. Once credentials were verified, candidates participated in a selection process that included a personal interview and teaching a lesson to a classroom of Jefferson students. Over the course of several weeks, all vacancies were filled with the final teacher hired on June 3, 2010. Teachers were assigned to programs and grades based on personal requests, credentials, prior teaching experience, and individual strengths as determined by the principal and interview team.

An analysis of the data collected during the comprehensive needs assessment conducted at Jefferson Elementary in March and April 2010, indicated that student achievement scores were generally low in all content areas at all grade levels. Although many professional development opportunities had been provided to staff

over the previous eight years, teachers had not consistently implemented the programs, methods, and strategies presented in staff development sessions nor did site administration provide follow up staff development or monitor implementation efforts. As a result of the failure to implement and monitor and considering the large number of new teachers to Jefferson Elementary, a comprehensive plan for staff development was designed by the principal and the site leadership team and approved by the district. The staff development to be provided will retrain returning teachers and initiate new teachers to the programs, methods, and strategies that all teachers will be expected to implement with fidelity and will be closely monitored and evaluated by site and district administration. Examples of intensive staff development that will be provided during summer vacation and the 2010 – 2011 school year include but are not limited to: Treasures Anthology, the District's K-6 adopted English Language Arts program (June 22-24); Head Pollet Math (July 26-29); Write From the Beginning (August 5); E-ducate, the District's student assessment and reporting database (August 9); student discipline and support (August 11); special needs students and differentiated instruction (August 11); collaboration - data analysis and planning instruction to meet individual student needs (August 13); and utilizing technology in the classroom (September 7).

Jefferson's teaching staff wants their students to learn and be successful. Through the implementation of high quality staff development with onsite coaching by resource teachers and administration, through the implementation of professional learning communities designed by the Re-Inventing Schools Coalition (RISC), and through the use of weekly collaboration time, staff will become highly trained to design and deliver an effective instructional program that will meet individual needs and improve student achievement which is absolutely necessary to sustain long term success at the school.

iv. Recruitment, Screening, and Selection of External Providers

This section not applicable to the Turnaround Model

v. Alignment of Other Resources with the Selected Intervention Models

There are several funding sources that will be used in conjunction with the School Improvement Grant funds to implement the various action items and improve student achievement at Jefferson Elementary School. These funding sources include: Title 1 Basic Low Income Grant, Title 1 ARRA Stimulus Grant, Economic Impact Aid (EIA), School and Library Improvement Block Grant (AB 825), English Language Acquisition Program (ELAP), District Title III, District Title II, Migrant Region 24, Elementary and Secondary Federal School Counseling Grant, and State ASES and 21st Century Learning Grants. These funds will be used in a manner that ensures alignment with the School Improvement Grant action items, which are driven by the key findings of the needs assessment. In the table below indicates the amount of

funding from these sources and the alignment to the Key Findings and Action Items in the SIG application.

Funding Source	Amount	Proposed Expenditures	Alignment to Key Findings	Alignment to SIG Action Items
Title 1 Basic Low Income	\$327,000	1. 1.0 Resource teacher salaries and benefits 2. 50% Curriculum Specialist salary and benefits 3. 50% Counselor salary and benefits 4. Staff development stipends 5. Teacher salaries for after school interventions 6. Parent involvement 7. Math and ELA supplemental instructional materials 8. Staff development consultants and training costs 9. Technology access and resources	Related to Key Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	Related to Action Item: 4, 5, 6, 7, 10, 11
Title 1 ARRA Stimulus	\$97,000	1. 1.0 Resource teacher salaries and benefits 2. Staff development stipends 3. Teacher salaries for after school interventions	Related to Key Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	Related to Action Item: 4, 5, 6

Economic Impact Aid	\$256,000	<ol style="list-style-type: none"> 1. .25 Resource teacher salaries and benefits 2. 50% Curriculum Specialist salary and benefits 3. 50% Counselor salary and benefits 4. Substitute teacher salaries to release teachers for staff development and collaboration 5. Teacher salaries for after school interventions 6. Math and ELA supplemental instructional materials 7. Staff development training costs 	Related to Key Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	Related to Action Item: 4, 5, 6, 7, 11
School and Library Improvement Block Grant	\$48,000	<ol style="list-style-type: none"> 1. Technology access (software and hardware) 2. Instructional materials 3. Professional Development materials and consultants 	Related to Key Findings: 1, 3, 4, 6, 7, 8, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	Related to Action Item: 4, 5, 11
English Language Acquisition Program (ELAP)	\$36,000	<ol style="list-style-type: none"> 1. ELA and ELD supplemental instructional materials 2. Technology software 	Related to Key Findings: 1, 3, 4, 15, 20, 21, 24	Related to Action Item: 4
District Title III	\$50,000	<ol style="list-style-type: none"> 1. 25% Counselor salary and benefits 2. Teacher salaries for after school interventions 3. Parent education classes 4. Math and ELA supplemental instructional materials 5. Staff development consultants and training costs 6. Technology access and software resources 	Related to Key Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26	Related to Action Item: 4, 5, 7, 11

District Title II	\$35,000	1. Staff development stipends 2. Teacher salaries for curriculum development work 3. Staff development consultants and training costs	Related to Key Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23	Related to Action Item: 5 and 11
Region 24 Migrant	\$50,000	Migrant Tutors Summer Migrant Intervention Instructional supplies Technology software	Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26	Related to Action Item: 4
Elementary and Secondary Federal School Counseling Grant	\$97,000	Full time counselor Materials and supplies to implement Bully Prevention program	Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26	Related to Action Item: 7
State ASES and 21 st Century Learning Grants	\$119,940	STARS Afterschool tutors Summer Intervention program Technology equipment and software	Findings: 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26	Related to Action Item: 4

In addition to the resources listed above, Lindsay Healthy Start, a family resource center, will provide services to Jefferson Elementary School. The Healthy Start collaborative is composed of 20 community agencies, including health, mental health, and social services. The message on the Healthy Start brochure states: "When you need help, a place to begin." Since our inception, we have lived out our motto by providing over 37,000 service units to families ranging from sexual abuse counseling to car seat distribution to parent groups to general case management.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

This section not applicable to Lindsay Unified School District

vii. Modification of LEA Practices or Policies

Narrative Element VII: Modify LEA Practices or Policies

Current District practices and policies will allow for the full implementation of the Turnaround Model. Existing contract language in the Lindsay Teachers' Association/Lindsay Unified School District Collective Bargaining Agreement (CBA) will also allow for full implementation of the proposed plan under the Turnaround Model, however, changes to the CBA will allow for more efficient implementation. To avoid the lengthy process of working through possible grievances, mediation, and arbitration, a number of articles in the collective bargaining agreement will be modified including Article XII: Salaries; Article XIV: School Calendar; Article XVII: Hours and Loads; Article XVIII: Transfers and Assignments; Article XIX: Teacher Evaluations; and Article XXI: Discipline less than Dismissal. If the District is unable to modify the existing language in the CBA, the District and the Lindsay Teachers' Association, will enter into a Side Letter of Agreement that will contain language specific to the implementation of the Turnaround Model under the SIG at Jefferson Elementary School. Lindsay Teachers' Association President, Greg Shanley, and CSEA President, Freddy Martinez has signed Form 2 as Collaborative Signators.

A number of informal conversations between the District's Assistant Superintendent of Human Resources, Andrew Bukosky, and local and regional union representatives have already occurred. On Friday, June 11th, the regional CTA Representative, Sandy Menezes, agreed to work with the District to modify existing CBA language regarding Teacher Evaluation procedures. Similar conversations have been held with the local CTA/LTA President, Greg Shanley, regarding evaluation procedures and the exploration of a District wide performance based (merit) pay system. On June 23, 2010 a committee of site and district administrators met to review and recommend changes to existing contract language, procedures, and teacher observation and evaluation forms. On June 28, LTA and District representatives met to begin the 2010 – 2011 negotiation process. Proposed language to modify the existing teacher evaluation process was reviewed. Items that need to be included in a Side Letter of Agreement for SIG implementation at Jefferson were identified and discussed. The meeting was very productive and successful. Future sessions have been calendared for July 12, July 28, and August 12 allowing adequate time to successfully conclude bargaining on all outstanding issues prior to the start of the 2010 – 2011 school year on August 17.

Rationale for Revision

Article XII: Salaries

The language in this Article will be modified in order to allow:

- Financial incentives for individual teachers and groups of teachers who meet or exceed identified student performance targets
- Additional compensation to attract and retain staff with the skills necessary to meet the needs of Jefferson's students
- Recruitment and retention bonuses

Article XIV: School Calendar

The language in this Article will be modified in order to allow:

- Flexible work schedules
- Ongoing, high quality, job embedded professional development
- Increased opportunities for family and community engagement

Article XVII: Hours and Loads

The language in this Article will be modified in order to allow:

- Sixty (60) minutes of additional daily instructional time for all students
- Extension of the regular day to allow for advisory periods and targeted intervention activities and programs

Article XVIII: Transfers and Assignments

The language in this Article will be modified in order to allow:

- Transfer of teachers regardless of the teacher's seniority. Five teachers with greater seniority were transferred in April – May, 2010, to meet Turnaround Model requirements. Transfers were based on teacher performance and school needs. The District has not received any challenge in the form of a contractual grievance regarding the decision to transfer any teacher.

Article XIX: Teacher Evaluations

The language in this Article will be modified in order to allow:

- The use of rigorous, transparent, and equitable evaluation systems for teachers that take into account data on student growth as a significant factor as well as other factors such as multiple observation based assessments of performance and ongoing collections of professional practice reflective of student achievement designed and developed with teacher involvement

Article XXI: Discipline less than Dismissal

The language in this Article has been modified several times over the past ten years. The language affords teachers due process while allowing the District a simplified process to remove ineffective teachers.

viii. Sustainment of the Reforms after the Funding Period Ends

Lindsay Unified School District intends to implement a waiver to extend the funding through September 30, 2013. After this funding period ends, the reforms will be sustained through the use of site categorical funding. It is anticipated that SIG funds will jumpstart the school to a higher level of performance through the use of recruitment and retention money for effective classroom teachers and staff development to improve their skills. These highly effective educators will remain at school site once the SIG funds have expired. Thus, there will not be the number of students performing at low levels and therefore, the significant number of teachers required to offer the intensive interventions will no longer be needed. Computers and software will remain at the school, offering the same opportunities after school for additional time for students to improve their reading and math skills. Collaboration time will be built into the weekly schedule and will naturally continue once the funding has ended. The training the staff has received around data analysis and the transparent use of the data will naturally continue without additional funds. A staff member will be designated to be in charge of collecting and disseminating the data. The benchmark tests will have been developed and will continue to be used. The new evaluation form for both the principal and teachers will be completed as well as the training to implement it. No additional funding will be needed to continue this process. Lindsay Healthy Start has been self-sustaining for eighteen years and will continue after the grant funds have ended. The collaboration between Healthy Start and the site counselors will continue as well. Reorganizing the counselors' workday will also continue once the funds have expired so that counselors are working with students outside of the academic day.

The categorical funding that will be continued includes:

Title I Basic Low Income, Economic Impact Aid, English Language Acquisition Program, School and Library Improvement Block Grant, District Title III, District Title II, Elementary and Secondary Federal Counseling Grant, Afterschool Program and 21st Century Learning grants, Region 24 Migrant Education.

After the SIG funds have expired it is anticipated that the following will be sustained:

1. Two resource teachers will continue to be hired with categorical funding to offer support for English Language Arts and Literacy instruction.
2. Part time migrant tutors will offer additional academic support and English Language Development support to Migrant students after school to extend their school day.
3. Afterschool Program staff will offer a program that is more closely aligned with the core academic program offered at the school.

4. Title I funds will be used for additional tutors afterschool to monitor the use of computer programs and software to improve reading and math skills.
5. Title I funds will be used to pay teachers a stipend to carry out afterschool interventions
6. Weekly collaboration will continue as part of the regular teacher workday.
7. On-going staff development will continue as part of the regular teacher workday.
8. Restructured role of the counseling staff
9. The new modified evaluation system
10. A modified version of the awards system

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

The following school wide goals for student achievement have been established for 2010/2011. These goals include both local and state level accountability measures and were developed in coordination with district and site administration.

API – Jefferson Schools will attain their state established API target

CELDT – Jefferson Schools will attain their state established AMAO 1. This is the required percent of EL's that will move at least one performance level each year – required level is 54.6% in 2010/2011

CST Assessment Goal: 10% more students will move into the Proficient or Advanced level than was in the previous year. This applies for Math and ELA for grades 3rd-6th. For example, if Jefferson School had 35% Prof/Adv in Math in 2009/2010, that percent will increase to 45% Prof/Adv in Math in 2010/2011.

Local Measurement Topic Assessment Goal: 50% of the students at Jefferson School will attain Level 3 knowledge or higher on the end-of-topic assessments after the re-teach/re-assess time for each MT assessment.

These goals will be monitored throughout the school year by district and site level administration. There will be quarterly data analysis sessions that will involve key site and district personnel, including but not limited to the following: Principal, Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Human Resources, and the Director of Research and Evaluation. In these data analysis sessions, the most recent local and state level assessment data will be reviewed. Specific findings will be summarized and actions will be taken to ensure Jefferson School is on track to attain the goals. If it becomes apparent that Jefferson School is not on track to attain these goals, additional fiscal and personnel resources will be provided to the school to ensure they reach these goals. A quarterly report will be provided to the LUSD School Board, the Jefferson School Site Council, and the school staff to ensure all groups are aware of the progress or lack of progress toward these goals.

x. Inclusion of Tier III Schools (if applicable)

This section not applicable to Lindsay Unified School District

xi. Consultation with Relevant Stakeholders
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Lindsay Unified School District Superintendent, Assistant Superintendent for Human Resources and Assistant Superintendent for Curriculum and Instruction met with parents of Jefferson Elementary School at a site PTO meeting, Jefferson Elementary staff, Jefferson Elementary School Site Council, the District English Language Advisory Committee, and with the Lindsay Teachers' Association and CSEA members. The District Administrative staff also informed the Lindsay Unified School District Board of Trustees at three different meetings about the requirements for schools who were placed on the Persistently Low Achieving list and the requirements for applying for the School Improvement Grant (SIG) funds. The School Board approved the recommendation from the Administration to apply for the SIG funds and implement the Turnaround Model. Copies of the meeting agendas and minutes/notes are attached in Appendix B.

The process that was used to gather input from each of these groups was similar. The district administrative staff presented the information regarding the Persistently Low Achieving status and what that meant and how the school was identified. STAR test results for the eight years were presented. The requirements for each of the models for the SIG grant were presented. Participants were then able to ask questions about each of the models and what they meant. Their questions were noted by the note taker and answered. The participants were asked if they had any concerns and those were noted and answered.

With the Jefferson School Staff, the meetings were held in more depth. There were a total of four meetings. The first was to give the news of the label Persistent Low Achieving and what that meant, why the school was selected, and the elements in each of the four models. Questions were answered. At the next meeting, the district administration again reviewed the Persistently Low Achieving status, the elements of the four models and answered more questions. The staff was then asked to vote by secret ballot for their preference for one of the four models. The staff chose the Transformation model.

The next two meetings with the staff were working meetings. The requirements for the Transformation and Turnaround model were reviewed. The staff was asked to brainstorm ideas for how to:

1. Create rigorous, transparent, and equitable evaluation systems,
2. Identify and reward school leaders, teachers, staff who improve student achievement,
3. Identify and remove those who, after ample opportunity, do not improve professional practices, and

4. Increase instructional time by at least 300 hours a year

The ideas were recorded on flip chart paper. They were then typed up and distributed to those in attendance via e-mail. At the second meeting, the staff was asked to view the work from the prior meeting and asked if they had anything they wanted to add to what was already discussed, ask for clarification or remove an item from the list. The staff was then taken through a process to vote for their items of choice on the flip charts. They were asked to vote on all of the items three times: the first was based on what they thought would most improve student achievement, the second vote was which ones could they do when there was no additional SIG money, and the third vote was what they personally thought they would most likely be willing to do. This helped the district to prioritize what staff thought was important and willing to do.

It was clear from Jefferson School staff that the classroom teachers were very concerned about losing their jobs and wanted the Transformational Model. It was also clear that those certificated teachers who were in support positions, such as Resource Teachers, thought the best model for improving the instruction of the school was the Turnaround Model. It was also noted that with new teachers, it takes time for them to become proficient teachers.

The parents were mostly concerned about why the school has not made growth. They wanted to know why the teachers were not getting better if they have staff development every Wednesday. They wanted to know if some of the teachers would be moved. They noted that a new strategy the school has implemented this year, Measurement Topics and Assessments, has made the learning more rigorous and they can see that in what their children are learning. The parents did not have many suggestions for improving their school.

SIG Form 4a-LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2009-10

Name of LEA: Lindsay Unified School District	
County/District (CD) Code: 54-71993	
County: Tulare	
LEA Contact: Thomas Rooney	Telephone Number: (559) 562-5111 x 5711
E-Mail: trooney@lindsay.k12.ca.us	Fax Number: (559) 562-4637
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	0	0	0
2000- 2999	Classified Personnel Salaries	0	0	0
3000- 3999	Employee Benefits	0	0	0
4000- 4999	Books and Supplies	0	0	0
5000- 5999	Services and Other Operating Expenditures	0	0	0
6000- 6999	Capital Outlay	0	0	0
7310 & 7350	Transfers of Indirect Costs	\$42,079	\$43,901	\$36,834
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		\$42,079	\$43,901	\$36,834

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Jefferson Elementary School	
County/District/School (CDS) Code: 54-71993-6054142	
LEA: Lindsay Unified School District	
LEA Contact: Thomas Rooney	Telephone Number: (559) 562-5111 x 5711
E-Mail: trooney@lindsay.k12.ca.us	Fax Number: (559) 562-4637
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999	Additional teacher pay 1 hour per day	\$275,022	\$288,773	\$303,212
	Intervention Instruction	\$53,760	\$53,760	\$53,760
	2 FTE resource teachers Yr. 1 & 2, 1 FTE resource teacher Yr. 3	\$163,188	\$167,268	\$88,725
	teacher stipends	\$9,900	\$0	\$0
	teacher rewards	\$108,000	\$108,000	\$108,000
2000–	Classified Personnel Salaries			
2999	Computer Technician	\$44,268	\$45,375	\$46,510
3000–	Employee Benefits			
3999	Additional teacher pay 1 hr./day	\$35,423	\$37,194	\$39,054
	Intervention Instruction	\$6,925	\$6,870	\$7,040
	Computer Technician	\$25,340	\$27,000	\$28,780
	2 FTE resource teachers Yr. 1 & 2; 1 FTE resource teacher Yr. 3	\$44,700	\$46,400	\$23,800
	teacher stipends	\$1,378	\$0	\$0
	teacher rewards	\$14,667	\$15,042	\$15,456
4000–	Books and Supplies			
4999				
	Leveled Reading Books	\$60,000	00	00
	Library Books	\$60,000	00	00
	projectors, response cards, quomo boards, document cameras	\$50,000	00	00
	Netbooks 300 x \$200	00	\$60,000	00
	Intervention Software	\$40,000	00	00
	Schoolwide awards	\$2,000	\$2,000	\$2,000

	Individual awards	\$2,000	\$2,000	\$2,000
	student awards	\$10,000	\$10,000	\$10,000
	Principal's discretionary awards	\$2,000	\$2,000	\$2,000
5000– 5999	Services and Other Operating Expenditures			
	Literacy Training	\$6,400	00	00
	Dennis Parker Training	\$7,500	00	00
6000– 6999	Capital Outlay Computers for Interventions	\$60,000	00	00
7370 & 7380	Transfers of Direct Support Costs	00	00	00
Total Amount Budgeted		\$1,082,471	\$871,682	\$730,337

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Year 1: Indirect costs	\$42,079.00	73100
Total Year 1	\$42,079.00	
Year2: Indirect costs	\$43,901.00	73100
Total Year 2	\$43,901.00	
Year 3: Indirect costs	\$36,834.00	73100
Total Year 3	\$36,834.00	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Jefferson Elementary School Year 1

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour: 33 teachers x 1 hr. x \$46.30/hr 	\$ 275,022	11000
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour statutory benefits: STRS, FICA, Medi, SUI, w/c, OPE, H/W for 30 teachers 	\$35,423	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: 10 teachers x 4hr/wk x 32 wks x\$42/hr 	\$53,760	11000
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: statutory benefits for 10 teachers: STRS, FICA, Medi, SUI, w/c, OPE, H/W 	\$6,925	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Computer Technician: 1 FTE to support additional software intervention programs 	\$44,268	24000
<ul style="list-style-type: none"> • Increased Instructional time: Statuary benefits for Computer Technician: PERS, FICA, Medi, SUI, w/c, OPE, H/W 	\$25,340	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: Instructional software (Accelerated Reader, FASST Math, Lexia, Imagine English) 	\$40,000	43000
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: Leveled Reading Books 	\$60,000	43000
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: Library Books 	\$60,000	43000
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: Projectors (\$800 x 20), response cards (\$1,000 x 14), Quomo Boards (\$500 x 14), Document cameras (\$650 x 20) 	\$50,000	44000
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: 	\$60,000	64000
<ul style="list-style-type: none"> • Computers for interventions (100 		

computers x \$600)		
• Job-embedded Staff Development: Literacy Training (64 hours of training/coaching x \$100/hr)	\$6,400	58000
• Job-embedded Staff Development: Dennis Parker Strategic Schooling: \$100/day x 33 teacher x 3 days	\$9,900	11000
• Job-embedded Staff Development: Dennis Parker Strategic Schooling: Consultant fee (1 FTE x 3 days x \$2,500/day)	\$7,500	58000
• Job-embedded Staff Development: statutory benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W for Literacy Training and Dennis Parker staff development	\$1,378	30000
• Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 2 FTE Resource Teachers	\$163,188	11000
• Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 2 FTE Resource Teachers Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W	\$44,700	30000's
• Provide Rewards/Incentives for performance and achievement: \$3,000 x 36 staff	\$108,000	11000
• Provide Rewards/Incentives for performance and achievement: Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W for 36 staff	\$14,667	30000's
• Provide Rewards/Incentives for performance and achievement: Schoolwide awards for obtaining schoolwide goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Individual awards for obtaining class goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Principal awards for obtaining goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Student awards for obtaining goals or making growth on STAR/CST	\$10,000	43000
Total for Year 1	\$1,082,471	

SIG Form 5b--School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Jefferson Elementary School Year 2

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour: 33 teachers x 1 hr. x \$46.30/hr x 5% over year 1 	\$ 288,773	11000
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour statutory benefits: STRS, FICA, Medi, SUI, w/c, OPE, H/W for 33 teachers 	\$37,194	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: 10 teachers x 4hr/wk x 32 wks x \$42/hr 	\$53,760	11000
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: statutory benefits for 10 teachers: STRS, FICA, Medi, SUI, w/c, OPE, H/W 	\$6,870	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Computer Technician: 1 FTE to support additional software intervention programs 	\$45,375	24000
<ul style="list-style-type: none"> • Increased Instructional time: Statuary benefits for Computer Technician: PERS, FICA, Medi, SUI, w/c, OPE, H/W 	\$27,000	30000's
<ul style="list-style-type: none"> • Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 2 FTE Resource Teachers 	\$167,268	11000
<ul style="list-style-type: none"> • Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 3 additional Resource Teachers Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W 	\$46,400	30000's
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: \$3,000 x 36 staff 	\$108,000	11000
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W for 36 staff 	\$15,042	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Intervention: 300 Netbooks x \$200 each 	\$60,000	44000
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: Schoolwide 	\$2,000	43000

awards for obtaining schoolwide goals		
• Provide Rewards/Incentives for performance and achievement: Individual awards for obtaining class goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Principal awards for obtaining goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Student awards for obtaining goals or making growth on STAR/CST	\$10,000	43000
Total Year 2	\$871,682	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Jefferson Elementary School Year 3

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour: 33 teachers x 1 hr. x \$46.30/hr x 5% over year 2 	\$ 303,212	11000
<ul style="list-style-type: none"> • Increase Instructional time regular instructional day by 1 hour statutory benefits: STRS, FICA, Medi, SUI, w/c, OPE, H/W for 33 teachers 	\$39,054	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: 10 teachers x 4hr/wk x 32 wks x\$42/hr 	\$53,760	11000
<ul style="list-style-type: none"> • Increased Instructional time: Interventions: statutory benefits for 10 teachers: STRS, FICA, Medi, SUI, w/c, OPE, H/W 	\$7,040	30000's
<ul style="list-style-type: none"> • Increased Instructional time: Computer Technician: 1 FTE to support additional software intervention programs 	\$46,510	240000
<ul style="list-style-type: none"> • Increased Instructional time: Statuary benefits for Computer Technician: PERS, FICA, Medi, SUI, w/c, OPE, H/W 	\$28,780	30000's
<ul style="list-style-type: none"> • Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 1 FTE Resource Teacher 	\$88,725	11000
<ul style="list-style-type: none"> • Job-embedded Staff Development, Increased Interventions, and Increased Learning Time: 1 FTE Resource Teachers Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W 	\$23,800	30000's
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: \$3,000 x 36 staff 	\$108,000	11000
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: Statuary Benefits STRS, FICA, Medi, SUI, w/c, OPE, H/W for 38 staff 	\$15,456	30000's
<ul style="list-style-type: none"> • Provide Rewards/Incentives for performance and achievement: Schoolwide awards for obtaining schoolwide goals 	\$2,000	43000
<ul style="list-style-type: none"> • Provide Rewards/Incentives for 	\$2,000	43000

performance and achievement: Individual awards for obtaining class goals		
• Provide Rewards/Incentives for performance and achievement: Principal awards for obtaining goals	\$2,000	43000
• Provide Rewards/Incentives for performance and achievement: Student awards for obtaining goals or making growth on STAR/CST	\$10,000	43000
•		
Total Year 3	\$730,337	

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Lindsay Unified School District

371 E Hermosa

Lindsay CA 93247

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

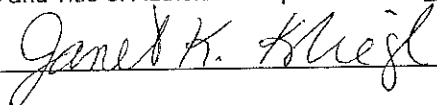
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Lindsay Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Janet K. Kliegl, Superintendent

Signature:  Date: 8/30/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Lindsay Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Janet K. Kliegl, Superintendent

Signature: Janet K. Kliegl Date: 8/30/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

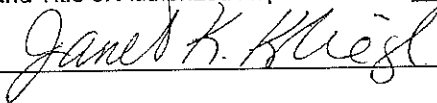
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Lindsay Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Janet K. Kliegl, Superintendent

Signature:  Date: 8/30/10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7--Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Lindsay Unified School District
Authorized Executive:	Janet K. Kliegl, Superintendent
Signature of Authorized Executive	<i>Janet K. Kliegl</i>

SIG Form 8--Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]

SIG Form 10--Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Jefferson Elementary School Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: ____ LEA ____ 2 School ____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Action #1 – Remove the School Principal by School Board	March 8, 2010	\$0	\$0	NA	Superintendent
SS	Action #2 – Re-hiring of not more than 50% of the staff by School Board	Finalized June 3, 2010	\$0	\$0	NA	Assistant Superintendent of Human Resources
ILT	Action #3 - Increase Regular Instructional day by 55 minutes per day for all students by LEA	Beginning August 17, 2010-June 15, 2013	Year 1 cost = \$310,445 Year 2 cost = \$325,967 Year 3 cost = \$342,266	\$0	SIG	School Principal

ILT	Action #4 – Extended 60 minutes of intervention instruction daily for specific subgroups by LEA:	Beginning August 23, 2010-June 15, 2013				
ILT	a. Hire teachers for additional hour	Aug. 1, 2010-June 30, 2013	Year 1 \$60,685 Year 2 \$60,630 Year 3 \$60,800	\$0	SIG	School Principal
ILT	b. Hire full time technician for computer support	Aug. 1, 2010-June 30, 2013	Year 1 \$69,608 Year 2 \$72,375 Year 3 \$75,290	\$0	SIG	School Principal
ILT	c. Purchase 300 Netbooks	Aug. 30, 2010	\$60,000 Year 2 only	\$0	SIG	School Principal
ILT	d. Purchase 100 Computers	Aug. 30, 2010	\$60,000 Year 1 only	\$0	SIG	School Principal
ILT	e. Purchase instructional software	Aug. 30, 2010	\$40,000 Year 1 only	\$0	SIG	School Principal
ILT	f. Purchase additional leveled reading books	Aug. 30, 2010	\$60,000 Year 1 only	\$0	SIG	School Principal

ILT	g. Purchase additional library books	Aug. 30, 2010	\$60,000 Year 1 only	\$0	SIG	School Principal
ILT	h. Purchase technical instructional supplies (projectors, response cards, Quomo boards, document camera)	Aug. 30, 2010	\$50,000 Year 1 only	\$0	SIG	School Principal
	<i>Other Resource Alignment:</i>					
ILT	Teacher salaries for after school interventions; Math and ELA supplemental instructional materials; Technology access and resources; Instructional supplies; Technology equipment and software	August 30, 2010 – March 15, 2011	\$0	\$0	Title 1, Title 1 AARA, EIA, School and Library Improvement Block Grant, ELAP, District Title III	School Principal
ILT	Migrant Tutors	October 15, 2010	\$0	\$0	Region 24 Migrant	Migrant Director
ILT	STARS Afterschool tutors	September 1, 2010	\$0	\$0	ASES and 21 st Century Grant	Afterschool Program Director
PD, SD, IP, OF	Action #5- Provide On-going, job-embedded Staff Development:					

PD, SD, IP, OF	a. 1:00-2:00 p.m. each Wednesday - Formal and structured collaboration with grade levels teams with a focus on data analysis and instructional planning.	August 10, 2010 – June 5, 2013	\$0	\$0	No additional cost, part of regular teacher contract	School Principal
PD, SD, IP, OF	b. Literacy Training – Each Wednesday, for at least the first eight weeks of the school year, staff will be trained on employing effective literacy strategies in their classroom with follow up coaching in the classroom	August 19, 2010 – June 15, 2011	\$6,400 Year 1 only		SIG	School Principal
PD, SD, IP, OF	c. Dennis Parker's Strategic Schooling – Training with the entire staff during the three voluntary staff development days.	Aug 16, 2010, Sept 24, 2010, Jan 18, 2011	Year 1 only - \$7,500 for consultant \$11,278 in stipends		SIG	School Principal

PD, SD, IP, OF	d. Math Training with Head-Pollett – 2-day summer training institute provided for experienced teachers and a 3-day summer training institute provided for new teachers on. Math Consultants will work with the district for an additional 20 days throughout the year for classroom coaching	July 26 th - 29 th , 2010; and selected days throughout the year	\$0	\$0	Title 1 - \$40,000	School Principal
	<i>Other Resource Alignment:</i>					
PD, SD, IP, OF	.50 FTE Curriculum Specialist salary and benefits		\$0	\$0	Title 1	School Principal
PD, SD, IP, OF	Staff development stipends		\$0	\$0	Title 1, EIA	School Principal
PD, SD, IP, OF	1.0 FTE Resource teacher		\$0	\$0	Title 1, AARA	School Principal
PD, SD, IP, OF	Staff development consultants and training costs		\$0	\$0	Title 1, Title II, Title II, School and Library Improvement Block Grant	School Principal, Assistant Superintendent, Curriculum
PD, SD, IP, OF	Substitute teacher salaries to release teachers for staff development and collaboration		\$0	\$0	EIA	School Principal

ILT, PD, RPR, SD, IP, OF	Action #6 - Effective and Strategic Use of 2 Additional Resource Teachers; Year 3 1 Additional Resource Teacher <u>Responsibilities would include:</u>	2 Resource Teachers August 17, 2010-June 30, 2012	Cost Year 1 = \$207,888 Cost Year 2 = \$213,668 Cost Year 3 = \$112,525		SIG	School Principal
	<ul style="list-style-type: none"> • Reading instruction in small groups in the classroom during the day • Instruction after school with Below Basic, Far Below Basic learners • Modeling guided reading and literacy instruction in the classroom for teachers in the classrooms • Conduct literacy staff development • Conducting all DRA testing and reviewing results with classroom teachers • Lead the Accelerated Reader campaign, writing campaign, and math facts campaign 	1 Resource Teacher July 1, 2012-June 30, 2013 All Activities Aug. 15, 2010-June 15, 2013				
	<i>Other Resource Alignment:</i>					

ILT, PD, RPR, SD, IP, OF	1 FTE Resource Teacher to provide the same supports as above					Title I, EIA	School Principal
ILT, PD, RPR, SD, IP, OF	1 FTE Curriculum Coach to support Measurement Topic and Assessments					Title I AARA	School Principal and Assistant Superintendent, Curriculum
ILT, PD, RPR, SD, IP, OF	Staff development stipends; Staff development consultants and training costs					Title I, Title 1 AARA	School Principal
ILT, PD, RPR, SD, IP, OF	Substitute teacher salaries to release teachers for staff development and collaboration					EIA	School Principal
SCO, FCE	Action #7 – Restructure the use of Counseling/Outreach Consultant Staff	August 17, 2010-June 30, 2013	\$0		\$0		School Principal
	<i>Other Resource Alignment:</i>						
SCO, FCE	1 FTE Counselor salary and benefits		\$0		\$0	Title 1, EIA	Principal and Director of Student Services
SCO, FCE	.25 FTE Counselor salary and benefits		\$0		\$0	Title III	Principal and Director of Student Services

SCO, FCE	1 FTE Counselor salary and benefits		\$0	\$0	Elementary Federal School Counseling Grant	Principal and Director of Student Services
ES, IRR	Action #8 - Revamping the Teacher and Administrative Evaluation System	By August 2010	\$0		NA	Assistant Superintendent of Human Resources
RPR, IRR	Action #9 – Provide Rewards/Incentives for teacher performance and achievement results: Unsatisfactory performance evaluation will result in ineligibility for any performance awards	October 2010-June 30, 2013 For all activities listed				Assistant Superintendent HR and Principal

RPR, IRR	Grade level- financial awards will be given to an entire grade level for exceeding the MT growth goals outlined in narrative. \$3,000 per teacher in the grade level for exceeding the 55% end of year MT goal. Certified Instructional Support staff (Resource teachers, Sped Ed teacher, Counselors, Curriculum Coach) will receive a \$3,000 stipend if the entire school exceeds the 55% end of year MT goal. Special Education students will meet their IEP goals and 504 plans.		\$122,667 Year 1 \$123,042 Year 2 \$123,456 Year 3		SIG	School Principal

RPR, IRR	School wide –Awards and social events will be sponsored by the school SIG funds for attaining the school wide goals outlined in section ix of this application. These include, but are not limited to the following: McDermott Days (a local sports and recreation facility with bounce houses, laser tag, flow rider, rock climbing wall and more), ice cream social, BBQ's.		\$2,000 Year1 \$2,000 Year 2 \$2,000 Year 3		SIG	School Principal
RPR, IRR	Individual - awards will be given in the form of public recognition and increased classroom supply budgets- \$2,000 annually Principal's discretionary awards – these will be given to teachers or students based on student achievement and will include periodic items such as Starbucks cards, lunch certificates, classroom supplies, etc -		\$2,000 Year 1 \$2,000 Year 2 \$2,000 Year 3		SIG	School Principal

RPR, IRR	Student awards for Measurement Topic growth and STAR/CST results: the student is given one ticket for every point of growth and then drawings for rewards such as Mustang CST shirt, play day, certificate to local store, etc.		\$10,000 Year 1 \$10,000 Year 2 \$10,000 Year 3		SIG	School Principal
RPR, IRR	Principal's Discretionary awards to be given to teachers for students based on student achievement and will include such things as lunch certificates, classroom supplies, etc.		\$2,000 Year 1 \$2,000 Year 2 \$2,000 Year 3		SIG	School Principal
GS	Action #10: Governance Structure	Aug 2010			District General Fund	Assistant Superintendent of Curriculum
RPR	Action #11: Recruit, Place, and Retrain Teachers	Begin May 2010, then on-going	Costs assumed under other Actions		SIG, Title 1, EIA, Title II, Title III	Principal Assistant Superintendent of Curriculum Assistant Superintendent of Human Resources

	Indirect Costs	Expended by June 30 th of each year		Year 1= \$42,079 Year 2 = \$43,901 Year 3 = \$36,834	SIG	Chief Business Official
	Total Costs		Year1 \$1,082,471 Year 2 \$871,682 Year 3 \$730,337	Year 1= \$42,079 Year 2 = \$43,901 Year 3 = \$36,834		

APPENDIX A

Meeting Agendas, Minutes & Sign-In Sheets

School Improvement Grant
Jefferson Elementary
Public Hearing with entire Staff
April 19, 2010
2:50 pm

Agenda

1. Overview of School Improvement Grant requirements
2. Four Models and requirements
3. Questions Regarding the Four Models
4. Speak for or Against a given Model
5. Each person turned in a ballot for their first choice of a model

**April 19, 2010
Jefferson Staff
Public Hearing at 2:30 pm**

Staff Comments from Jefferson School regarding selecting which of the four Models for change:

Cheryl Cook (from perspective of principal): Turnaround Model to select staff

Shannon: Opposes Turnaround Model, concerned about an outside person making staff decisions, problem with performance compensation

Becky: Concerned about Turnaround Model and how staff that leaves will be treated at other schools (even though it may be more effective), prefers Transformation Model

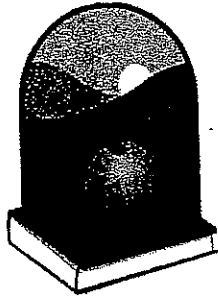
Stacey: Concerned about Turnaround Model; will outside teachers really have the knowledge on measurement topics and assessments? Bringing too many Learning Facilitators up to speed at once.

Julie: Concerned about Turnaround one year prior to going to K-8, two years of changes.

Maricela: Transformation Model would provide more time for new principal to make decisions regarding staff and programs

Stephanie: Concerned length of time it may take for teacher to make growth.

There were no additional comments.



Jefferson Elementary School

School Improvement Grant

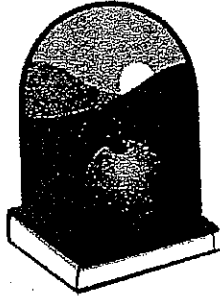
April 19, 2010

Staff Meeting

LINDSAY UNIFIED
SCHOOL DISTRICT

SIGN IN SHEET

NAME	NAME
Daci Brazil	Shana Noward
Judy Larsen	Jill
Suzanne Mahn	K. Uphoff
Carla Meland	Tracy Rosales
Donna Holtz	Jan D.
Paula Hobdell	James Klippel
Barry Burr	Theresa L.
Elaine Daniel	Andrew Burkosky
Mal	
Barry Burr	
Mariela Gonzalez	
Isabel Gonzalez	
Jeffrey L.	



Jefferson Elementary School

School Improvement Grant

April 19, 2010

Staff Meeting

LINDSAY UNIFIED
SCHOOL DISTRICT

SIGN IN SHEET

NAME	NAME
Ana Ferrer	
Donna	
James S. Alvarez	
Connie Arago	
Eileen Johnson	
Cheryl Cook	
Tracy Fong-Lien	
Stephanie Leal	
Wanda Lopez	
Roberta Lindo, P.S.S.	
Sharon Pommern	
Claudia Ruiz	
Becky Long	

School Improvement Grant
Jefferson Elementary
April 27, 2010

Agenda

1. Introductions
2. Overview of Process that will be used to seek input
3. Overview of requirements for Transformation Model and requirements
4. Brainstorm: How could we do this?
 - Rigorous, transparent, and equitable Evaluation Systems
 - Identify and reward school leaders, teachers, staff who improved student achievement
 - Identify and remove those who, after ample opportunity, do not improve professional practices
 - Increase instructional time by 300 hours a year

April 27, 2010
Jefferson Elementary School Staff Meeting

Evaluation System

What is growth?

Involve peers in evaluation (Admin Credential)

Every staff member evaluated every year

Collect student portfolios (grade level accountability/collaboration/planning)

MT assessments and reteach results (including DRA/SRA)

Observations of staff development implementation (classroom visits and student work)

CST Data – are beginning teachers held to same levels of accountability?

Setting specific goals for each learner and target dates for reaching progress (be consistent and fair and consider special needs learners) – involves learner and parent partnership

Following through on parent contacts

Accountability to actions based on feedback and observations

Accountability to Protocols (set procedures, lesson plans, picking up learners on time, testing protocol)

Use real data in the debrief observation

Rubric for student portfolios and monitoring of student portfolios

Issues regarding combo classes and Dual

Who is held accountable for re-teach results since learners are moved around?

Possible growth measures:

- % of learners moving/making growth
- Goal for each student? (1 level? .5 level?)
- % of learners making level 3 knowledge
- Differential levels of goals based on starting level
- Growth on portfolio rubric
- Growth targets based on enrollment date
- Specific reading growth targets
- Use all 4 content areas or Math/ELA, Math/SLA
- Most learners get to level 3 in all areas

What is the consequence? What goes on the evaluation form?

Evaluation form has a rubric that considers all components of the goals

Differentiated levels of teacher performance: advanced/proficient/beginning, etc

Look at data points

Scheduled grade level collaboration – mandated

Rewards

- Financial incentives (individual, school-wide, grade-level)
- Mandate interventions
- Paid Intervention
- Public recognition
- Incentives for mentoring with results
- Teacher of the Month Parking

- Paid collaboration time
- Money for classroom supplies
- Money for student incentives
- Incentives for parents to engage, participate
- Field trips
- Incentives just to be at Jefferson

Removal

- What does removal mean?
- How long should people be given to improve?
 - Support provided
 - Documentation completed
 - Given 1 year
 - Chance to improve, then begin disciplinary measures that suspends w/out pay
- Involve multiple administrators
- What about "borderline" teachers? (year after year of mediocrity) – consider multiple years, same process as above

Increase Learning Time – (300 hours targeted learners)

Saturday school

Longer school day

Flexible/change in Wednesday schedule (none at all)

More school days (during breaks or before school)

Only for those not at level 3

Grade-level teams for interventions

Longer day for everyone

Partner w/Afterschool program

Hire additional teachers

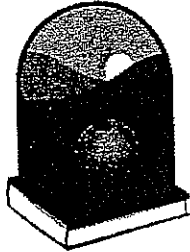
Differential start/end time

Use technology strategically

School Improvement Grant
Jefferson Elementary
April 29, 2010

Agenda

1. Introductions
2. Overview of work accomplished on Tuesday
3. Review information collected:
 - Rigorous, transparent, and equitable Evaluation Systems
 - Identify and reward school leaders, teachers, staff who improved student achievement
 - Identify and remove those who, after ample opportunity, do not improve professional practices
 - Increase instructional time by 300 hours a year
4. Process for prioritizing ideas (power vote)
5. Identification of Strengths, Opportunities, Weaknesses and Barriers
6. Discussion of timeline and MOU for Barriers



LINDSAY UNIFIED
SCHOOL DISTRICT

Jefferson Elementary School Staff Meeting

School Improvement Grant
April 29, 2010
Sign-In

SIGN IN SHEET

NAME	NAME
Tim L. R.	Alicia
Andrew Butsky	Paula Hadfield
Joe Davis	Alicia Vega-Mercado
W. J. H.	
Becky Pong	
Grace Hernandez	
Sten Daniel	
Staci Brazil	
Spencer	
Gracie Rosales	
Juan C. Vieyra	
Maricela Gonzalez	
Anabel Gonzalez	

April 27, 2010
Jefferson Elementary School Staff Meeting

70 possible

* = 60 +

~~MT/SLA~~ ⊕ = 55 + - 59

+ = 50 - 54

Growth and Other Important Measures

What is growth?

- ⊕ - MT assessments and reteach results (including DRA/SRA) 58
- CST Data – are beginning teachers held to same levels of accountability? 38
- + - Setting specific goals for each learner and target dates for reaching progress (be 52
consistent and fair and consider special needs learners) – involves learner and parent
partnership

Possible growth measures:

- * - • % of learners moving/making growth 64
- + • Goal for each student? (1 level? .5 level?) 54
- % of learners making level 3 knowledge 45
- ⊕ • Differential levels of goals based on starting level 59
- + • Growth on portfolio rubric 50
- Growth targets based on enrollment date 46
- * • Specific reading growth targets 60
- + • Use all 4 content areas or Math/ELA, Math/SLA 53
- + • Most learners get to level 3 in all areas 50

Evaluation System

- Involve peers in evaluation (Admin Credential) 30
- ⊕ Every staff member evaluated every year 56
- + Collect student portfolios (grade level accountability/collaboration/planning) 52
- * Observations of staff development implementation (classroom visits and student work) 61
- Following through on parent contacts 48
- * Accountability to actions based on feedback and observations 62
- * Accountability to Protocols (set procedures, lesson plans, picking up learners on time, 66
testing protocol
- + Use real data in the debrief observation 50
- + Rubric for student portfolios and monitoring of student portfolios 53
- Issues regarding combo classes and Dual 40
- Who is held accountable for re-teach results since learners are moved around? 38
- What is the consequence? What goes on the evaluation form? 44
- ⊕ Evaluation form has a rubric that considers all components of the goals 58
- + Differentiated levels of teacher performance: advanced/proficient/beginning, etc 51
- + Look at data points 50
- ⊕ Scheduled grade level collaboration – mandated 59

Rewards

- Financial incentives (individual, school-wide, grade-level)
- Mandate interventions

Jefferson Elementary PTO
"Friends of Jefferson"

Agenda – April 20, 2010

- 1) Carnival
 - a) Celebrate success!
 - b) Review financial data (Karin)
- 2) Teacher Appreciation Week
 - a) May 3rd-7th
 - b) Breakfast for teachers on Friday, 5/7?
 - c) Volunteers?
- 3) Public Hearing at 5:30 p.m. regarding School Improvement Grant (SIG)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

pg 1

Jefferson Public Hearing ~~Agenda~~ ^{Minutes}

4/20/10

Janet explained ~~what~~ RTTT & SIG mean and what ESEA is. She explained the action of Federal & State Legislatures & the CA School Board.

Jeff. Qualifies to apply for SIG funds and ~~there~~ is designated as a ~~PLPS~~ PLPS.

The four models ~~to~~ to choose from were explained in detail. Each item on the Power Point was reviewed:

- 1) Turnaround: Replace Prin, Return no more than 50% of staff, New ^{gov} structure, ~~new~~ research based model, more instructional time, data to drive decisions.
- 2) Restart model: Close school and open as a charter
- 3) Close School: Send ~~other~~ kids to other schools
- 4) Transformational: Replace princ., increase time, rigorous evaluation systems, related to student learning, Reward those improve learner, Remove those who do not, provide staff dev., Family & Comm. Engagement, Data ~~drives~~ drives decisions, etc.

Questions

P - Why school is not making growth over time?

A - We are trying to figure that out, how to do w/ what happens in the classroom. Need higher expectations from our learners.

P comment: we need to demand more from our learners

A: Some are doing well.

P - Have you decided which model?

Not just taking input at this time

the model was Transformational

P - ~~will~~ w/ the transformational M. ~~for~~ will some of the staff still be moved?

A - Yes.

P comment - Consider schedule change to increase instructional time.

A - We ~~could~~ could look at creation ways to increase time.

P comment - We are holding back our current learners as we focus on lower learners

A - The SBS ^{should} ~~can~~ ~~help~~ help that issue. & Many things already started ~~new~~ (data charts, etc) ... but don't see results yet.

P - Seems like class sizes rising?

A - Maybe ^{this year} but this has been a 5 years ~~not~~ not having growth.

P - With the Wednesday Staff dev., why hasn't there been growth?

A - Some do not implement well ... it takes only 2 teachers to negatively impact learning

P comment - The rigor seems to be increasing this year.

P - The ^{new} grading ~~and~~ system ... concerned my department not at Level 3.

A - If they are at a ~~2.5~~ 2.5, they are close and the 3.0 score is an end of year score.

P - Won't the state budget cuts cause an increase in class size?

A - Don't see the numbers going high enough to affect another

PT 3

P. - Are kids who learn it have to be re-taught?

A - No, as they move on

P. - If my child is higher and goes up to higher level, will they be in a room w/ 15 year olds?

A - Normally not, student safety would be paramount. The age ~~span~~ span may be a few years, but not too much.

P. - Is this the only school that chooses this path?

A - ~~Yes~~ Yes, we qualify and will apply for this school.

P. - Why is this school identified and not the other schools?

A - It is a very complicated formula that put Jefferson on the list; but not the other schools. If the other schools do not make growth, they could be on the list in the future.

P comment - Is this going to create a rivalry between schools?

A - That would be unfortunate. We just want the kids at all the schools to do well.

P - If we choose a model, when will a decision be made?

A - School Board will decide on 4/26/10

P - Has the decision already been made?

A - No, we are in the process of getting input at this point. But the June 1st deadline is short and we are constantly getting updates or changes.

P - When must the model be implemented?

A - ~~By~~ By Aug 2010.

P - ~~Can~~ Could we have been put in because we took Title I?

But Jefferson is not at the

pg. 4

P - Will the closing the school be chosen?

A - No, that model cannot be chosen because we cannot have anywhere to put the ~~other~~ kids.

Four models were explained again. Teachers preferred Transformational Model.

P - ~~Both~~^{Two} models include changing Principal, why?

A - That is how the ~~new~~ laws was made.

JEFFERSON ELEMENTARY SCHOOL

333 N. Westwood Avenue * Lindsay, California 93247 * Phone 559-562-6303 * Fax 559-562-8529
LINDSAY UNIFIED SCHOOL DISTRICT

School Site Council Agenda **La Agenda del Concilio Escolar** **APRIL 20, 2010/del 20 de abril, 2010** **5:30 p.m., CAFETERIA**

- | | | |
|----|--|---|
| 1. | Call to Order/Empezar la Junta
-flag salute/saludo a la bandera | Chairperson, Mrs. Cook |
| 2. | Comprehensive Student Support Update/
Apoyo de servicios estudiantiles | Outreach Consultant,
Grace Jimenez-Iriye |
| 3. | School Improvement Grant Presentation
Presentación mejorá de la escuela | Superintendent Kliegl |
| 4. | Budget Summary for 2009 – 2010/
El resumen de Presupuesto para el año 2009 – 2010 | Principal, Mr. Saenz |
| 5. | Library Tour/Excursión de la biblioteca | Chairperson, Mrs. Cook |

Action Items/Los artículos de acción

Information/Infomacion

Next meeting/La siguiente junta sera:
To be determined

Adjourn/Conclusión

Chairperson, Mrs. Cook

JEFFERSON ELEMENTARY SCHOOL

SCHOOL SITE COUNCIL

April 20, 2010

MINUTES

Members in attendance:

Parents: Priscilla Arroyo
Maria Fernandez
Heriberto Marquez

Staff: Enedina Ferrer, Certificated
Blanca Lopez, Certificated
Cheryl Cook, Classified
Chris Saenz, Principal

Members absent: Maria Mendez, Parent
Luz Miranda, Parent

Guests in attendance: Grace Jimenez-Iriye, Outreach Consultant
Meekaela Parker, Learner

1. **Call to Order** -- Mrs. Cook called the meeting to order at 5:40 p.m. and led the flag salute. The council reviewed the minutes from the January 26, 2010 meeting. Mrs. Martinez moved to motion to approve the minutes as corrected. Mrs. Arroyo seconded the motion to approve the minutes as corrected. Minutes were approved with all in favor as corrected.
2. **Comprehensive Student Support Update** -- Mrs. Jimenez-Iriye shared discipline data with the council. Mrs. Arroyo posed the question wondering why there was a spike of referrals for the month of February. Mr. Saenz shared it could be mid-point of the school year and establishing again the expectations for behavior.
3. **School Improvement Grant** -- Mrs. Kliegl shared information about the persistently low achieving status and requirements of the School Improvement Grant. The School Site Council members were asked for input on the four models. The members mostly asked questions about

the models. They wanted to know why the school had not been making progress.

4. **Budget Summary 2009 – 2010** – Mr. Saenz reviewed with the council the status of the current school year budget. Mr. Saenz brought attention to the high balance in materials and supplies in the Economic Impact Aid and Title I resource. The plan for this large sum of money is to purchase books for classroom libraries for grades 3-6 and to increase the English collections in the dual classrooms. If there are any funds available after the purchase of classroom library books money will be provided to purchase additional books for the school library.

Action Items – There were no action items at this time.

5. **Information** – A) Mrs. Martinez shared with the council “Start the Day for Students” an educational movement to help make the public aware of the problem with the state budget and taking away from education. Staff will be out on the streets prior to school to educate parents of the situation. B) Mr. Saenz shared about multiplication facts challenge being conducted in grades 2-6. Based on the data showing the low number of learners with knowledge of multiplication facts, Mr. Dixon developed the plan which began this week. The goal is to motivate learners to master their facts which will then earn them a chance to win a bicycle. There will be a bike given away at each grade level. C) Mr. Saenz shared information regarding the recent parent meeting focusing on the Standards Based System. During the meeting parents were given information regarding the measurement topics, grading and assessments. This is a system which is in place K-12 in Lindsay Unified School District. Jefferson had approximately 55 parents in attendance at the meeting. The participants consisted of parents from Washington, Lincoln, Jefferson and Garvey.
6. **Library Tour** – A tour of the library was held. Mrs. Cook proudly showed off the new library facility which has been updated with new shelving. The new, updated and improved library has been used since learners returned from Winter break in January.

Adjourn

Meeting adjourned at 6:35 p.m.

**LINDSAY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

**Page - 3 -
Minutes
3-8-10**

Superintendent Kliegl

Superintendent Kliegl reported on the relationship between Persistently Low Achieving Schools designation and Race to the Top. For the State of California to apply for Race to the Top funds, they had to pass certain laws. That happened in about January, 2010. Those laws now apply to school districts regardless of whether we receive Race to the Top funds. California was not selected in the first round for Race to the Top funds but will reapply in June 2010. Superintendent Kliegl also reported that the Proposition 84 Parks grant was submitted. This is joint project between the School District and the City. Garvey will be implementing the intervention period where a student who has not received Level 3 knowledge will go instead of their electives beginning this week.

INFORMATION

**Annual Conference on Standards and
Assessment**

Mr. Rooney said the team of Curriculum Coaches and staff would be attending a conference on Standards and Assessment in Nevada which will feature a significant amount of information on the standards-based measurement program.

**District English Language Advisory
Committee**

Mr. Rooney shared that the February 10 meeting was well attended by the English Learner committee members. The process of identifying English Learners, CELDT scoring report and a final review of a proposed parent survey were all part of the meeting agenda. The DELAC committee will use the parent survey as a tool for gathering input from other parents regarding EL services in the district.

LINDSAY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
April 26, 2010
AGENDA - REGULAR MEETING

I. OPEN SESSION

- A. CALL TO ORDER – 5:30 p.m. at Lindsay Unified School District, Board Room, 371 E Hermosa, Lindsay, CA 93247

- II. PUBLIC COMMENT – The public is invited to comment on any subject under the jurisdiction of the Board, including agenda items, other than noticed public hearings. Comments shall be limited to three minutes per person, unless otherwise indicated by the Board President.

III. ACTION ITEMS

- A. Approval of the Agenda

IV. CLOSED SESSION

- A. Student Issues [Ed Code §35146, 48912(b), 48918(c)]
To consider Disciplinary/Expulsion Action.
- B. Personnel-Certificated/Classified (Gov. Code §54957)
To consider the appointment, employment, evaluation of performance, discipline or dismissal of a public employee; to hear complaints or charges against an employee.
- C. Conference with Real Property Negotiators (Gov. Code §54956.8)
Agency Negotiators: Michael Winters; Janet Kliegl; Jihad Hemaïdan; Elizabeth B. Hearey and Peter Sturges
Negotiating parties: Michael J. Scianamblo
Under negotiation: price and terms and conditions of potential purchase of property
- D. Conference With Legal Counsel-Anticipated Litigation
Initiation of litigation pursuant to subdivision (c) of section 54956.9. (1 potential case)
Case #1:09—CV-1463 OWW GSA
- E. Conference with Labor Negotiator (Gov. Code 54957.6)
It is the Intent of the Board to meet in Closed Session to review its position and to instruct its labor negotiator.
- | | |
|---|--|
| <u>Negotiator:</u>
Janet K. Kliegl, Superintendent | <u>Organizations:</u>
Lindsay Teachers Association
California School Employees Association |
|---|--|

V. OPEN SESSION- 6:00 p.m. NOTE: REMINDER THAT MEETINGS ARE RECORDED

Page

VI. FLAG SALUTE

- VII. PUBLIC COMMENT – The public is invited to comment on any subject under the jurisdiction of the Board, including agenda items, other than noticed public hearings. Comments shall be limited to three minutes per person, unless otherwise indicated by the Board President.

VIII. COMMUNICATIONS

A. Board

1. T.C.O.V.E. Representative
2. Healthy Start Representative
3. Lindsay High School Student Representative, Araceli Arredondo

B. Staff/Students

LINDSAY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
April 26, 2010
AGENDA - REGULAR MEETING

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B. Curriculum and Assessment Coach at Elementary Schools	9
C. District Office Summer Work Schedule	10
D. RISC Training, Maine for Tom Rooney and Virgel Hammonds	11
E. LHS Commencement Ceremony – Event Arrangement	12
F. Curriculum and Assessment Conference Report	13
 X. <u>ACTION ITEMS</u>	
A. <u>Consent Calendar</u>	
1. Approval of Regular Board Meeting Minutes, April 12, 2010	14
2. Approval of Accounts Payable Final Report	21
3. Approval of Personnel Assignment Order	55
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5. Approval of Disposal of Obsolete Equipment	66
6. Approval of Requests for Field Trips	70
B. <u>Other Action</u>	
1. Approval of Resolution 10-28, In the Matter of Reduction or Elimination of Certain Classified Services for the 2010-2011 School Year	75
2. Approval of Resolution 10-29, In the Matter of the Reduction or Discontinuation of Particular Certificated Services for the 2010-2011 School Year	77
3. Approval of Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the California School Employees Association and its Lindsay Chapter No. 438	80
4. Approval of Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the Lindsay Teachers Association/CTA/NEA	82
5. Selection of School Improvement Grant (SIG) Model for Jefferson Elementary School	84
6. Approval of Change Order 2, New Lindsay High School Gym and Library	85
7. Approval of Change Order 3, New Lindsay Elementary School	88
8. Approval of Change Order 6, New Lindsay High School	92
 XI. <u>ADJOURN</u>	

**LINDSAY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

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Minutes
4-26-10

ACTION ITEMS

CONSENT CALENDAR

A motion was made by Trustee Moreno, seconded by Trustee Miller to approve the Consent Calendar with an amended Personnel Assignment Order and amended Contracts.

Approved Regular Board Meeting Minutes, April 12, 2010.

Approved Accounts Payable Final Report

Approved Amended Personnel Assignment Order: Certificated Hire: Loretta Bryant, Principal, Jefferson, effective 7/1/10. Classified Hire: Antonia Lopez, TA Pre K, Washington, effective 4/26/10; Barbara MacIsaac, TA Pre K II, Lincoln, effective 4/26/10. Classified Resignation: Rebecca Drake, TA Pre K, Lincoln, effective 4/23/10; Brook Vandemark, TA Pre K, Lincoln, effective 4/23/10. Classified Transfer: Tonya Kline, TA Pre K, Washington to TA Pre K, Lincoln, effective 4/26/10.

Approved Contracts: Tulare County Agreement #21685; Trustees of the California State University, Bakersfield; Lantex Corp.

Approved Disposal of Obsolete Equipment: Lincoln Elementary School, Library Books – per attached list

Approved Requests for Field Trips: LHS: AVID 10 College visit, May 23-24, 2010, Sacramento and surrounding area; Guitar, May 7-9, 2010, Sacramento, CA. JJ Cairns: Senior Trip, June 9, 2010, Los Angeles CA.

Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

Superintendent Kliegl introduced Mrs. Bryant to the Board. Mrs. Bryant introduced her family to the Board and they were welcomed to LUSD.

OTHER ACTION

Approval of Resolution 10-28, In the Matter of Reduction or Elimination of Certain Classified Services for the 2010-2011 School Year

A motion was made by Trustee Miller, seconded by Trustee Herrera to approve Resolution 10-28, In the Matter of Reduction or Elimination of Certain Classified Services for the 2010-2011 School Year. Roll Call Results: Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

Approval of Resolution 10-29, In the Matter of Reduction or Discontinuation of Particular Certificated Services for the 2010-2011 School Year

A motion was made by Trustee Herrera, seconded by Trustee Moreno to approve Resolution 10-29, In the Matter of Reduction or Discontinuation of Particular Certificated Services for the 2010-2011 School Year. Roll Call Results: Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

Approval of Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the California School Employees Association and its Lindsay Chapter No. 438

A motion was made by Trustee Moreno, seconded by Trustee Miller to approve the Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the California School Employees Association and its Lindsay Chapter No. 438. Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

Approval of Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the Lindsay Teachers Association/CTA/NEA

A motion was made by Trustee Herrera, seconded by Trustee Moreno to approve the Initial Bargaining Proposal of the Lindsay Unified School District for the 2010-2011 Reopeners with the Lindsay Teachers Association/CTA/NEA. Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

Selection of School Improvement Grant (SIG) Model for Jefferson Elementary School

A motion was made by Trustee Miller, seconded by Trustee Herrera to approve the Transformation Model for Jefferson Elementary School for the School Improvement Grant. Ayes: Blue, Moreno, Herrera, Miller. Abstain: None. Noes: None. Absent: Williams. Motion carried.

**LINDSAY UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

**Page - 3 -
Minutes
5-10-10**

Superintendent Kliegl

Superintendent Kliegl informed the Board that she would be having cataract surgery on Wednesday, May 12, 2010 and be out of the office. She announced that Rebecca Mestaz had been selected as ACSA Region 11 President. Superintendent Kliegl said she had been on the interview panel to hear senior exit interviews and was quite impressed with the students' presentations. The district is busy working on a number of grants. Superintendent Kliegl discussed the possibility of revising the model for Jefferson school from Transformation to Turnaround since the school is close to meeting the criteria for the Transformation model. Another benefit of changing to that model is removal of the Program Improvement (PI) status at Jefferson. The recommendation for revising the model will be brought to the May 24 regular board meeting for board approval. The STAR testing results being tied to grades has been researched in Board Policy which showed there was nothing saying it was not allowed. The issue however would be how the teacher would give a grade at the end of the semester prior to test results being received. The Del Corley plaque is ready to order. Any individuals interested in donating may give money to the Business Office.

INFORMATION

Mascot Selection for Roosevelt Elementary School

Superintendent Kliegl reported that Lincoln Elementary School was the only school that submitted a recommendation for a mascot: the Grizzlies. The Board was impressed with the research done by Lincoln school on the Roosevelt family and their connection with nature and the environment. A new committee consisting of Mr. Doria, Ms. Velasquez and Superintendent Kliegl will be in place for selection of a mascot for Kennedy Elementary School.

Review of Board Priorities

Superintendent Kliegl reviewed the district's progress with the Board priorities: Academics, Facilities and Fiscal Integrity and what progress has been accomplished under the district's Vision.

Re-Inventing Schools Coalition (RISC)

Mr. Rooney shared that he and Mr. Hammonds worked as trainers with a district in Maine with their first year of RISC implementation. Mr. Rooney noted that having the "behind the scenes" perspective, as a RISC trainer was very helpful and comprehensive. A Memorandum of Understanding will be presented at a future Board Meeting for approval for LUSD to become part of the RISC Coalition. Funding is available for participating coalition members through a grant that RISC has applied for and expects to receive. The funding would be used to pay for assessments and other expenses as part of a research project. Mr. Hammonds thanked the Board for allowing he and Mr. Rooney to go to Maine for this valuable learning opportunity.

APPENDIX B

Local Benchmark Data

Appendix B – Local Benchmark Data

Following are the result of data analysis sessions that were held by district administration multiple times during the 2009/2010 school year. Specifics of the Jefferson Elementary School data is included below and linked to the summaries on page 18 of the narrative application.

This data shows the increase in the percent of students reaching Proficient or Advanced levels on the district standards-based assessments after the re-teach/re-assess period for various reporting periods.

November 2009

ELA

- 2nd grade: 14% growth in Standard: Reading: 1.5
- 2nd grade: 15% growth in Standard: Writing: 2.1
- 3rd grade: 25% growth in Standard: Reading: 1.1 and Reading: 2.6. A 18% growth in Standard: Language Conventions: 1.6
- 4th grade: 9%-18% growth
- 4th grade ELA Writing Narrative: 23% growth
- 5th grade ELA Writing Expository to Explain: 32 % growth
- 6th grade ELA Writing Expository to Explain: 28% growth

Math-Spanish, Number Sense, Addition/Subtraction

- Kindergarten: 28% growth
- 1st grade: between 9%-34% growth on all standards
- 2nd grade: 11%-15% growth
- 3rd grade: 12%-20% growth
- 4th grade: 13%-41% growth
- 5th grade: 28%-34% growth

February 2010

K-6 Social Studies Non-Dual Classrooms

Kindergarten: Recognizing national and state symbols – 23% Prof/Adv

First Grade: Symbols, Icons, Traditions – 56% Prof/Adv

Background of American Citizens – 0% Prof/Adv

Second Grade: Things that Happened Long Ago –7% Prof/Adv

Third Grade: Geography of California –3% Prof (77% FBB)

Fourth Grade: Span Exploration to Missions- 3% Pro/Adv

Transformation of the CA Economy –55% Basic or above

Fifth Grade: Cooperation and Conflict – 0% Prof/Adv

Sixth Grade: Ancient Hebrews –32% Prof/Adv

Mesopotamia- 38% Prof/Adv

K-6 Spanish Language Arts

Kinder:

Over 50% of the learners moved out of the FFB level

Over 50% of the learners moved into the Prof and Adv levels

Only 1 learner Prof or Adv on the DRA levels

First grade:

Over 50% of the learners moved out of the FFB level

Over 50% of the learners moved into the Prof and Adv levels

Only 7 learners Prof and 0 Adv on the DRA levels

Second grade:

Over 50% of the learners moved out of the FFB level after the reteach

Over 50% of the learners moved to Adv level in standards Reading 3.1, 3.3 (Comprehension) and Lang Conv 1.3, 1.4, 1.8

Over 50% Prof or Adv in Narrative Writing after the re-teach

20 learners moved out of FBB after the re-teach

Third grade:

Growth in Reading 1.1 (word families) and 1.4 (Antonyms, syn, etc)

Negative growth pattern in Lang Conv 1.2 (subject/verb agreement etc). Only 15/94 learners are Proficient or Advanced on this standard even after the re-teach

Fourth grade:

Number of learners in FBB increased significantly in nearly every standard after the re-teach

Number of learners in Prof/Adv dropped significantly in nearly every standard after the re-teach

Learners seemed to go backwards on the re-assessment

Fifth grade:

Over 50% of the learners are Proficient or Advanced on Expository writing

10 learners moved to the Prof or Adv levels after the re-teach

Sixth grade:

Number of learners in FBB increased in about half the standards after the re-teach

Number of learners in Prof/Adv also increased significantly in nearly every standard after the re-teach

K-5 Spanish History Social Science

Kinder: National and State Symbols - 60% Basic or above

First grade: Symbols, Icons, Traditions – 65% Basic or above

Background of American Citizens 0% Proficient/Advanced and 76% Far Below Basic

Second Grade: Thing that Happened Long Ago – 45%-50% Proficient/Advanced

Third Grade: Geography of California – 92% Far Below Basic or Below Basic

Fourth grade: Taught and assessed in English, no results

Fifth Grade: Cooperation and Conflict – 14% Proficient/Advanced

K-6 Science

Kindergarten - Structure and Property of Matter - 25% Proficient/Advanced

1st Grade - Atmospheric Processes - No learner scored Proficient or Advanced

2nd Grade - Forces and Motion - Only one learner performed Proficient or Advanced
Dual learners did better than non-Dual learners

3rd Grade

1. Biological Evolution and Diversity- 27% Proficient/Advanced (highest science assessment results in the school)
2. Sources and Properties of Energy - 93% of learners at Below Basic

4th Grade

1. Relationships Among Organisms
 - a. 50% of non-dual learners at Far Below Basic
 - b. 4% of learners at Proficient/Advanced

5th Grade

1. Structure and Properties of Matter
 - a. 0% performed Proficient/Advanced
 - b. Nearly 50% of the learners performed at Far Below Basic
2. Atmospheric Processes
 - a. 58% of learners at Far Below Basic
 - b. 0% Proficient or Advanced

6th Grade

1. Sources and Properties of Energy
 - a. 0-6% of learners performing at Proficient/Advanced
 - b. Did not appear to teach standard 4e in Dual or non-Dual (zero correct)
2. Composition and Structure of Earth - 24% of learners Proficient/Advanced

February 2010 and March 2010

This report includes only K-6 ELA data for English Learners, K-6 ELA data for non-English Learners, and K-6 Science assessment data.

The number of EL's taking both versions of the assessment were nearly equal, showing that nearly all EL's had to re-take that ELA assessment. On nearly every assessment in grades 2-6, there was a backward trend in the percent of learners showing proficient or advanced scores on version #1 and version #2. On nearly every assessment there was improvement on one or two standards after the re-teach, but for all other standards (usually about 3-6 standards in each grade level) scores either remained flat or went backwards.

For non-English Learners, the data was very similar in grades K-3rd with a very flat or non-existent growth trend from version #1 to version #2. Also in grades K-3rd, the difference in the percent Proficient or Advance between EL's and non-EL's was very low. In several instances, the EL's actually outperformed the non-EL's. However, in grades 4th-6th, the percent Proficient/Advanced increased significantly after the re-teach and the gap between EL's and non-EL's increased with each grade level. By the 6th grade non-EL's were outperforming EL's by 25-40% on nearly every standards.

Questions generated as a result of this data analysis session:

1. Was there a focused re-teach on all of the Measurement Topics or just a selected few?
2. Was the re-teach based on data-analysis results?
3. Was the re-teach window long enough?
4. With some scores dropping or flat-lining after the re-teach/re-assess window, what content is being committed to long-term memory?
5. Was there some knowledge lost over the 3-week winter break?
6. How many re-teaching days were done after the break and before the re-assessment?
7. Was something different done during the re-teach (urgency, differentiation, etc) or was it just a basic re-teaching of the knowledge in the same way it was done before?
8. Is there a difference in the instruction being offered to EL's and non-EL's? Are we just teaching to the lower end (EL's) when some of our non-EL's could be pushed higher?

Results outlined below show student ELA improvement on local assessments during the 2009/2010 school year.

K ELA March 2010

- a. 10% Proficient/Advanced
- b. 48% Below Basic
- c. Progress over three assessment windows is promising. From 93%-98% Far Below Basic in October 2009 to 25% Far Below Basic in March 2010
- d. Still 85 learners Far Below Basic in March 2010

1st grade ELA March 2010

- a. Only 10% P/A
- b. 37% at Basic
- c. Good growth since October:
 1. 95% Far Below Basic-Oct
 2. 35% Far Below Basic-March 2010
- d. Still represents 123 students at Far Below Basic

2nd grade ELA, DRA/SRI, March 2010

- a. Still have 51 learners at Far Below Basic in March 2010
- b. 27% Proficient/Advanced

3rd grade ELA, DRA/SRI, October 2009

- a. 19% Proficient/Advanced

3rd grade ELA, DRA/SRI, December 2009

- a. 29% Proficient/Advanced

3rd grade ELA, DRA/SRI, March 2010

- a. 26% Proficient/Advanced
- b. The DRA/SRI scores went backwards or flat from December 2009 to March 2010

- c. Far Below Basic (flat), Below Basic (+), Basic (+), Proficient (+), Advanced (-5%)
- d. Very little gain in % at Below Basic or Proficient
- e. Backwards 5% in % at Advanced

4th grade ELA, DRA/SRI, December 2009

- a. 32% Basic, Proficient and Advanced

4th grade ELA, DRA/SRI, March 2010

- a. 38% Basic, Proficient and Advanced

5th grade ELA, DRA/SRI, October 2009

- a. 24% Basic, Proficient and Advanced

5th grade ELA, DRA/SRI, December 2009

- a. 30-32% Basic, Proficient and Advanced

5th grade ELA, DRA/SRI, March 2010

- a. 41% Basic, Proficient and Advanced

6th grade, ELA, DRA/SRI, October 2009

- a. 22% Basic, Proficient and Advanced

6th grade, ELA, DRA/SRI, December 2010

- a. 30% Basic, Proficient and Advanced

6th grade, ELA, DRA/SRI, March 2010

- a. Inconclusive data with 35 missing scores

APPENDIX C

Collective Bargaining Agreement Sections

ARTICLE XII: SALARIES

12.1 Salary Schedule

12.1.1 An additional column to the salary schedule which shall be designated as BA+75 with a Master's Degree will be added effective with the 2006/2007 school year. The column shall reflect the squared BA+75 provisions and add the current Master's Degree Stipend. No adjustment to the Salary Schedule or Extra Duty Salary Schedule (Appendix A) will be made for the 2009/2010 school year. **District will provide a one-time payment of \$900 for each current full-time Certificated Employee payable on or before the Winter Break 2009.**

12.1.2 All teachers who serve other than the required number of days as set forth in Article XIV, School Calendar, shall receive a salary which is based upon the number of days worked multiplied by the daily rate of pay as defined in Article III, Definitions, paragraph 3.6 of this Agreement. Notwithstanding the above, teachers who serve for one (1) full semester shall receive not less than one-half (1/2) the annual salary applicable to their class and step.

12.1.3 The salary schedule column descriptions will be as follows:

Base Pay	Less than a preliminary credential
Column A	Bachelor's Degree, preliminary credential or higher, and less than 45 post baccalaureate units.
Column B	Bachelor's Degree, preliminary credential or higher, and at least 45 to less than 60 post baccalaureate units.
Column C	Bachelor's Degree, preliminary credential or higher, and at least 60 to less than 75 post baccalaureate units.
Column D	Bachelor's Degree, preliminary credential or higher, and 75 or more post baccalaureate units.
Column E	Master's Degree, preliminary credential or higher, and at least 75 post baccalaureate units.

- 12.1.4 Teachers who hold a Master's Degree, *but have fewer than 75 units*, will receive an additional yearly stipend, which is set forth in Appendix A, attached.
- 12.1.5 The Bilingual stipend is on the salary schedule (Appendix A). A "bilingual teacher" shall mean a teacher in a designated bilingual classroom or a bilingual resource teacher holding the requisite bilingual certificate or waiver.
- 12.1.6 Effective July 1, 2009 this modified salary schedule in Section 13.1.8 shall be reduced by three duty days [1.6%], from 188 days per year to 185 days per year. This modified salary schedule is set forth in Appendix A and shall serve as the base for future salary adjustments.

12.2 Salary Schedule Implementation

- 12.2.1 The annual salaries set forth in this Agreement shall be paid in eleven (11) equal installments, payable on the last working day of each month beginning in August, with appropriate deductions. Salary payments for services in addition to the teacher's regular assignment shall be made no later than thirty (30) days after the payroll period in which the service was performed. Procedural exceptions may be made under emergency conditions.
- 12.2.2 Credit for *certificated* service outside the District shall be allowed on the salary schedule at the rate of one (1) step for each year of service. Private school experience for step increment on the salary schedule will be accepted, providing the private school was state accredited and the teacher in question held a valid *teaching* credential *at the intern level or above* at the time of teaching. Earned degrees received and units of study in an accredited college or university shall be allowed for initial placement on the salary schedule.
- 12.2.2.1 Courses which are deemed by a college or university to be applicable to a graduate degree that were completed prior to completion of, and were not included in, the attainment of the Bachelor's Degree, may be considered for salary placement as though they had been completed

subsequent to the granting of the Bachelor's Degree. Such conditions must be verified *by the employee* through official transcripts or other suitable proof.

12.2.2.2 The burden of proof shall be upon the teacher to provide written verification that the graduate courses in question are clearly qualified for post-baccalaureate credit.

12.2.2.3 New teachers to the District shall have thirty (30) days from their first day of paid service to submit verification of units and years of service for initial salary schedule placement.

12.2.3 All teachers shall advance one (1) vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step for their class and those affected by Article 19.16 of the Collective Bargaining Agreement.

12.2.4 Credits from colleges and universities that are a part of a teacher's credential or degree program shall be acceptable for horizontal advancement on the salary schedule.

12.2.5 Credits for horizontal advancement, not in a degree or credential program, shall be directly related to the field of education, shall be from an accredited college or university, and meet one (1) of the following criteria.

12.2.5.1 Be in lower, upper, or graduate division in the teacher's assigned field;

12.2.5.2 Be in the teacher's major or minor field;

12.2.5.3 Be in a new major or minor field. This additional field may be determined between the teacher and his/her site principal;

12.2.5.4 Provide training to improve professional teaching competencies;

12.2.5.5 Travel units shall be credited if they are in the teacher's assigned field, major/minor field, or new major/minor field.

12.2.6 Semester hours (units) as defined by the particular accredited college or university will be acceptable for placement on the salary schedule. Quarter hours (units) shall be converted to semester

hours (units) by multiplying the total number of such hours (units) by two-thirds (2/3).

12.2.7 Teachers requesting reclassification from one class to another shall file such requests with the District no later than March 1 of each school year. Supporting records such as grade reports or unofficial transcripts shall be filed with the District no later than September 30 of the ensuing year. If by September 30 the teacher is unable to submit supporting records or transcripts verifying such units, official notices in the form of a letter from the college or university shall be submitted. Such temporary verification which indicates satisfactory completion of the course(s) shall be sufficient evidence to meet the above requirement. The teacher shall provide the official transcript or affidavit document to the District as soon as it becomes available.

12.2.8 The coursework for units submitted for salary schedule placement must have been completed prior to the first day of instruction of the school year in which the salary adjustment is requested.

12.3 Extra Duty Pay

12.3.1 The base for the extra duty pay schedule shall be \$41,402 for the 2009/2010 school year. Effective July 1, 2010, the base for the extra duty pay schedule shall be \$40,740. The extra duty pay schedule is attached as Appendix B.

12.3.2 All extra duty positions shall be filled at the discretion of the administration.

12.3.2.1 Effective the 2008/09 school year, Elementary Grade Level Chairs, as assigned by the site principal, shall receive the full Grade Level Chair stipend identified on the extra duty salary schedule, Appendix B2.

12.3.3 An additional ten percent (10%) shall be paid for each week in CIF playoffs or for participation in valley championship meets.

12.3.4 If at a future date an extra duty position currently assigned class time becomes one where class time is not assigned, the District agrees to meet and confer on the matter.

12.3.5 The extra duty pay, as shown in Appendix B attached, may be decreased pro-rata in those instances where an activity does not continue through the normal performance period in any school year.

12.4 Hourly Pay Rate

12.4.1 The hourly rate of pay as defined in Article 3 is \$28.00 per hour.

12.4.1.1 Effective July 1, 2008, the hourly pay rate for the After School Hourly Intervention Program will be the teacher's regular hourly rate up to a maximum of \$42.00 per hour.

12.4.2 Teachers who perform the following instructional or co-curricular work beyond the regular workday or school year shall be paid at the hourly pay rate for all such work performed.

12.4.2.1 Summer School Program

12.4.2.2 Home Teaching

12.4.2.3 Adult School

12.4.2.4 Summer Curriculum Work

12.4.2.5 PAR Panel

12.4.2.6 Hourly Intervention Program

12.4.3 The hourly pay rates for the duties listed in paragraph 12.4.2 of this Article *are specified on the Certificated Salary Schedule, Appendix B.*12.4.4

12.5 Hourly Salary Rate

Teachers who perform instructional work beyond the regular workday or school year other than those listed in paragraph 12.4.2 of this Article shall be paid at their hourly salary rate as defined in Article 3.

ARTICLE XIV: SCHOOL CALENDAR

- 14.1 The Association and District will negotiate a mutually acceptable calendar no later than May 15.
- 14.2 The current school year calendar is attached as Appendix J.
- 14.3 **Effective with the 2010 – 2011 school year, the work year will change from 188 days to 185 days, with the Certificated Salary Schedule reflecting the change (reduced by 1.6%).**
- 14.4 Teachers who are new to the Lindsay Unified School District shall work 190 days plus 1 for a total of 191 contract days. Fully credentialed teachers (preliminary or clear) new to the District, shall be paid \$200 per day, while less than fully credentialed teachers shall be paid \$100 per day for the five (5) additional pre-service days. Teachers who mentor during these five (5) pre-service days shall be paid the hourly rate of pay. If funds are not available to support the pre-service days, new teachers shall work a 185+1 (186)-day calendar.
- 14.6 Minimum days shall be held for:
- 14.6.1 each set (5 days) of parent conferences;
 - 14.6.2 the days preceding Thanksgiving and Winter breaks;
 - 14.6.3 the last teaching day of school.
- 14.7 The Association shall provide the District with one in-service day. The District and the teachers shall mutually agree to the content and the date when such in-service training shall be provided.

ARTICLE XVII: TEACHING HOURS AND LOADS

17.1 Teaching Hours

17.1.1 The length of the teacher work day, including preparation time, lunch, relief periods and time required before and after school, shall not exceed seven and one-half (7 1/2) hours.

17.1.2 No teacher shall regularly be required to report for duty more than thirty (30) minutes before the beginning of the students' regular school day. Upon mutual agreement between the teacher and principal, flexibility in starting and ending times of the work day will be allowed, based on reasonable cause.

17.1.3 In no instance will the teacher work-week exceed thirty-seven and one-half (37 1/2) hours.

17.1.4 Each teacher shall be entitled to an uninterrupted lunch period of at least thirty (30) minutes each day.

17.1.5 Daily average instructional time at each grade level shall be in compliance with the requirements of EC §46201.

17.1.6 The District may make adjustments in instructional contact time necessary to meet the minimum pupil instructional time for additional revenue pursuant to EC §46201.

17.1.7 Instructional schedules must allow school sites to offer all core classes and at least one elective class.

17.1.8 There shall be no minimum or maximum number of periods per day or per block if the instructional schedule is spread over two (2) days.

17.1.9 Instructional minutes per period may be reduced ("carved out") in order to create at least one period of time for unique course offerings or mandated content, (e.g., ELI or Homeroom).

17.2 Preparation and Planning Time

17.2.1 Full time teacher of grades K-6 shall have three hundred forty-five (345) minutes for planning and preparation per five day week, which will include break time when a teacher is assigned before or after school duties. On the designated

Wednesday Staff Development Days, Staff Development shall commence no later than 1:30 p.m. If Wednesday Staff Development days are eliminated, preparation time will return to four hundred-fifty (450) minutes per five day week.

17.2.2 No Junior or Senior High teacher shall have more than three (3) separate course preparations per day without his voluntary consent, except in cases where it would be impractical to fill the teacher's daily teaching schedule with only three (3) preparations.

17.2.3 Teachers will receive a preparation period equal in length to the length of the majority of scheduled periods. (e.g., nine (9)-period day; eight (8) periods are fifty (50) minutes in length each, one (1) period is thirty (30) minutes in length; teachers preparation period would be fifty (50) minutes in length.) Teacher preparation time may be every day or every other day depending on the adopted schedule.

17.2.4 Preparation periods may be every other day if on an alternating block schedule.

17.2.5 Schedules (annual schedules or master schedules) will be negotiated at the site level and will be adopted by a vote of the majority of certificated staff defined as teachers and administrative staff. Any adopted schedule will meet program requirements, including at least one (1) elective, and will not violate State, and/or Federal mandates or local governing board policy. Association Site Representatives shall ensure that the LTA Board has an opportunity to review any plans before a vote is taken at any individual school site. The District shall not bear any responsibility for site representative and LTA Executive Board interaction or decisions.

17.3 Faculty Meetings

17.3.1 There shall be no more than one (1) mandated faculty meeting per week. Such meetings shall be during the first or last thirty (30) minutes of the seven and one-half (7 1/2) hour work day.

However, failure to attend meetings beyond the required times shall not be interpreted as disinterest on the part of the teacher.

17.3.2 Nothing in this section shall prevent a site administrator from changing the work day to accommodate special meetings as long as the teacher work week as defined in paragraph 17.1.3 of this Article is not exceeded.

17.3.3 With respect to the faculty meetings referred to in section 17.3.1 of this Article the immediate supervisor who calls such meetings shall provide teachers with an agenda for the meeting at least one (1) day before said meeting is held. The principal shall permit teachers, either individually or through a committee, to place items on the agenda.

17.3.4 Emergency meetings will be acceptable. "Emergency" shall be defined as an unforeseeable, unanticipated circumstance requiring immediate action.

17.4

Other Provisions

17.4.1 Full-time teachers who are under contract to provide daily instruction throughout the school year in place of their preparation period, or in excess of the number of periods as set forth in section 17.1.6 of this Article, shall receive added compensation as follows:

17.4.1.1 Elementary teachers, continuation school teachers, and secondary teachers in self-contained classrooms shall receive an amount based on the number of minutes taught divided by the maximum number of daily instructional contact minutes as set forth in section 17.1.5 of this Article.

17.4.1.2 Secondary teachers shall receive the equivalent of one (1) divided by the total number of periods per school day of their annual salary per year.

17.4.1.3 A contract for less than a full year shall be prorated.

17.4.2 Acceptance of a contract to teach an additional instructional period beyond that required in Section 17.1.6 of this Article shall be voluntary. No teacher shall receive pressure from the District to accept such an assignment.

17.4.3 Teachers who are assigned the following services to the District beyond the seven and one-half (7 1/2) hour day shall

be paid at their hourly pay rate as defined in Article 3,

"Definitions" of this Agreement:

17.4.3.1 Campus Supervision

17.4.3.2 Supervision or chaperoning of extracurricular activities at which the general public pays for admission.

17.4.4 Co-curricular activities and events for which no compensation will be provided are:

17.4.4.1 Service on curriculum committee

17.4.4.2 Parent/Teacher conferences

17.4.4.3 Organizing and supervising academic field trips for students

17.4.4.4 Planning and coordinating student assembly programs

17.4.4.5 Attendance at "Back to School Night" or "Open House" programs

17.4.4.6 Student Dances

17.4.5 Nothing in this Article shall be interpreted as preventing a teacher from voluntarily providing services to the District on a no-cost basis.

17.4.6 If the teacher is a member of the development and/or review teams for a student assigned to his classroom, equivalent release time, at mutually agreeable times, shall be provided if the meetings occur outside the seven and one-half (7 1/2) hour day.

17.4.7 When the resource teacher's duties as a member of the development and/or review teams for a student cause the teacher to attend meetings beyond the seven and one-half (7 1/2) hour day, equivalent release time at mutually agreeable times shall be provided. This includes general in-service or staff meetings held by the District related to the Special Education program.

ARTICLE XVIII: TRANSFERS AND ASSIGNMENTS

18.1 Voluntary Transfer (EC § 35036)

18.1.1 A teacher may submit a request for transfer at any time, whether or not a vacancy exists.

18.1.2 A teacher may request a voluntary transfer to take effect during the school year or at the beginning of the next school year. A written request shall be sent to the District Office. The request shall be kept on file for one (1) full year if requested. Where the request is made for a transfer to take effect at the beginning of the next school year, it shall be made no later than May 1 of the school year preceding the effective date.

18.1.3 If two (2) or more teachers apply for and are qualified for a position declared vacant by the District, the following criteria shall be applied in selecting the individual to fill the position:

18.1.3.1 Experience, training, and credential of the teacher compared to other candidates for the position to be filled, including any special skills or areas of study emphasis that are specifically applicable and educationally related to the position in question.

18.1.3.2 Proven high performance based on previous evaluations.

18.2 Involuntary Transfer

18.2.1 Involuntary transfers shall be for good and sufficient reasons, based exclusively on the legitimate, educationally-related needs of the District.

18.2.2 Whenever a vacancy occurs, the District shall seek volunteers prior to making an involuntary transfer.

18.2.3 Teachers shall be given notification in writing of any administrative requests that they be transferred for the coming school year and excepting unforeseen circumstances, such notification shall occur by May 1.

18.2.4 A meeting between the teacher and his current immediate supervisor shall be held before a new transfer is made. At that time the teacher will be notified in writing as to the reason or reasons for the proposed transfer. A meeting with the Superintendent may be requested, if necessary.

18.2.5 Teachers who must be involuntarily transferred from their current positions because of declining enrollment, elimination of program(s) and/or funding, or for other similar reasons, shall have the right to apply for any vacancies that may exist within the District at that time or that may become existent during the summer vacation period.

18.2.6 An involuntary transfer shall fill no vacancy if there is a qualified voluntary candidate available who is acceptable in professional qualities and whose transfer is in the best interest of the educational needs of the District.

18.2.7 When considering the filling of an existing vacancy through an involuntary transfer, the following criteria shall be applied in selecting the individual to fill the position:

18.2.7.1 Experience and recent training of the teacher in comparison to others available for the position to be filled;

18.2.7.2 Special skills and personal qualifications of the teacher in comparison to those possessed by others available for the position to be filled;

18.2.7.3 If the above factors are reasonably equal among two (2) or more potential transferees, the teacher with the least District-wide seniority who is properly certificated to perform the service shall be selected.

18.2.8 A teacher who has been involuntarily transferred shall not be involuntarily transferred again the following year.

18.2.9 In the event a teacher is transferred during the school year, the teacher may request and the district shall grant a minimum of one (1) day of released time for preparation prior to the effective date of the transfer. Upon request, classified personnel shall be provided to assist the teacher in packing and transporting supplies and materials.

18.3 Involuntary Transfer for Cause

No teacher shall be transferred for cause unless the District has fulfilled its obligation to evaluate such teacher in accordance with the procedures outlined in Article XIX (Teacher Evaluation Procedures).

18.4 Assignments

18.4.1 A teacher may request a change in assignment to take effect during the school year or at the beginning of the next school year.

Written requests shall be sent to the teacher's immediate supervisor.

These shall be kept on file for one (1) year if requested.

18.4.2 All teachers shall receive their tentative assignments in writing no later than May 1 of each year.

18.4.3 A change in assignment shall be based exclusively on the legitimate, educationally-related needs of the District.

18.4.4 In the event of a change in assignment, the teacher shall have the right to request, and shall receive written reasons, as to why a change of assignment was made by the District.

18.4.5 All requests for change of assignment shall be considered on the basis of the criteria as stated above in 18.1.1. All qualified applicants shall be interviewed.

18.4.6 When considering the filling of a vacancy through reassignment where no voluntary applicants are available, the criteria in 18.2.7 shall be applied.

18.4.7 Teachers will be advised of paid extra duty assignments as early in the school year as possible after the determination of such assignments.

18.4.8 All extra duty assignments shall be on a strictly voluntary basis.

18.5 Vacancies

18.5.1 A vacancy is any vacated or newly created position within the unit, or any position which has had a change in status (i.e., part-time to full-time). The District also places high value on encouraging qualified teachers to be aware of and apply for guidance and administrative openings. To that end, when the District determines that such an opening exists, the opening will be posted in keeping with 18.5.2. At each District school site, when qualified fully credential teachers at that site have had first opportunity to be considered for a voluntary reassignment, any vacated or newly created position remaining shall be posted as a vacancy, inviting teachers from other sites within the District to apply for a voluntary transfer. If, at the conclusion of this process,

there continues to be an unfilled vacancy, qualified applicants from out of the District will be considered. During the summer, reasonable effort will be made to communicate opportunities for voluntary reassignment. Section 18.5.3 will apply to posting opportunities for voluntary transfer.

18.5.2 Notices of teacher vacancies shall be posted for at least ten (10) days on the association bulletin board in each building during the teacher work year. Such notices shall be posted as soon as the District determines that a vacancy exists, and shall include the position description and location, grade level or subject matter assignment, and credential requirements. Vacancies shall not be filled until the ten (10) -day posting period has elapsed.

18.5.3 All vacancy notices shall be made available during the summer the Association and all teachers requesting such notice.

18.5.4 All qualified applicants shall be interviewed.

18.5.5 The District shall, upon request of the teacher, deliver, in writing, the reasons for the teacher not receiving the assignment to the vacancy.

18.5.6 Currently employed District teachers who have applied for and are qualified shall be given first consideration when filling teacher vacancies, prior to consideration of non-employees.

ARTICLE XX: PEER ASSISTANCE AND REVIEW

Article 20 – Archived 2009

ARTICLE XIX: TEACHER EVALUATION PROCEDURES

- 19.1 Certificated evaluation shall be based only on relevant matters gathered during direct observations and interviews.
- 19.2 Every probationary teacher shall be evaluated by the administration in writing at least once every school year. This evaluation shall take place by May 1.
- 19.3 Every permanent teacher shall be evaluated in writing at least once every other year. This evaluation shall take place by May 1. In the event that a permanent teacher is given an unsatisfactory evaluation, that teacher shall be evaluated annually until that teacher achieves a proficient evaluation or is separated from the District.

- 19.4 The District shall evaluate and assess teacher competency as it reasonably relates to the following areas, pursuant to EC §44662:
- 19.4.1 The progress of pupils toward the standards established by the District.
 - 19.4.2 The instructional techniques and strategies used by the Teacher.
 - 19.4.3 The Teacher's adherence to curricular objectives.
 - 19.4.4 The establishment and maintenance of a suitable learning environment, within the scope of the Teacher's responsibilities.
 - 19.4.5 Those parts of the educational program for which they are responsible and accountable.
- 19.5 The evaluation and assessment of the Teacher's competence pursuant to Section 19.4 of this Article shall not include the use of publisher's norms established by standardized tests. Nothing in this Article shall be construed as in any way limiting the District to develop and adopt additional evaluation and assessment guidelines or criteria. The District shall seek input from the District Assessment Committees when establishing standards of student achievement.
- 19.6 Within the first month of instruction of the year in which evaluation is to take place, the evaluator and Teacher(s) shall meet and mutually agree to the elements upon which the evaluation is to be based. Failure to reach agreement on the elements and/or components of the evaluation shall necessitate that the Superintendent make the final determination. During the course of the evaluation period, mitigating circumstances may arise which require modification of the evaluation parameters.
- 19.7 Certificated evaluations at each school site shall be conducted by the principal or the assistant principal, who has been trained and qualified to evaluate said personnel.
- 19.8 District level administrators may be assigned to evaluate personnel in emergency situations due to the absence of the site principal or on such occasions when, by mutual agreement of the Teacher and the site principal, it is deemed to be in the best interest of the teacher to have a supplementary evaluation in addition to the evaluation of the principal or assistant principal.
- 19.9 The evaluation of permanent teachers shall be based upon at least one (1) formal observation.

- 19.10 The evaluator shall notify the teacher being evaluated that at least one (1) scheduled formal observation shall occur, and notice of such an observation shall be given at least two (2) days in advance of that observation. Unscheduled observations may be conducted at any time.
- 19.11 The evaluation of probationary teachers shall be based upon at least three (3) observations. The first formal observation shall take place between the sixth (6th) and twelfth (12th) weeks of instruction. At least three (3) observations, two (2) of which shall be scheduled, shall take place prior to any negative comments or judgments being included in the summary evaluation.
- 19.12 Any teacher who receives an unsatisfactory formal observation shall, upon request, be entitled to a subsequent observation by a certificated administrator, mutually agreeable to the teacher and principal.
- 19.13 Following an unsatisfactory formal observation, the teacher's evaluator shall take affirmative action to assist the teacher to correct any cited deficiencies. Such action shall include specific recommendations for improvement and direct, regular, frequent and on-going assistance in implementing such recommendations. Such assistance may include release time for the teacher to visit and observe other similar classes in other schools.
- 19.14 In the event that a teacher receives an unsatisfactory final evaluation, the teacher will be assigned a "performance assistance coach" or PAC. A PAC will receive an annual stipend of two thousand dollars (\$2000).
- 19.15 The teacher, the PAC, and the primary evaluator shall prepare an Individual Assistance Plan (IAP) outlining the assistance to be provided. The IAP shall focus on areas identified by the teacher's evaluator as "unsatisfactory" in the performance evaluation that resulted in the unsatisfactory rating and shall include but not be limited to the following: classroom observations by the PAC; opportunities for the teacher to observe exemplary practice by exemplary teachers; and district-provided professional development opportunities. Communication and consultation between the teacher, PAC, and the principal/evaluator shall be ongoing.
- 19.16 The PAC shall submit a written final report regarding the teacher's progress in meeting IAP goals no later than the last teacher work day in April. The contents of this report shall not be used in the written final evaluation prepared by the primary evaluator. The report shall describe the measures of assistance provided

- to the teacher and the results of the assistance in the area(s) recommended for improvement. The final report shall be attached to the teacher's final written evaluation and shall become a part of the teacher's personnel file. The teacher shall have the opportunity to attach comments to the final report.
- 19.17 Nothing in this article precludes the principal/evaluator or District from conducting informal observations nor from notifying the teacher verbally and/or in writing regarding incidents or events related to the teacher's fulfillment of his professional obligations.
- 19.18 Any employee with "unsatisfactory" evaluations in two (2) consecutive school years shall remain at their current salary step and class until a "satisfactory" evaluation has been attained. Upon receiving a "satisfactory" evaluation, the employee will continue with the next step available.
- 19.19 The current District evaluation/observation report forms are attached as Appendix E/F.

ARTICLE XXI: DUE PROCESS FOR DISCIPLINE LESS THAN DISMISSAL

- 21.1 Disciplinary action in the form of dismissal shall be in accordance with the appropriate provisions of the Education Code ("EC") and for "just cause" as defined in the EC and/or other applicable laws.
- 21.2 Employees may be disciplined for just cause resulting from violations of EC §44932 et. seq and/or violations of Board policies and administrative rules and regulations of which the employee has previously been made aware.
- 21.3 The procedures set forth herein will be utilized for discipline less than dismissal. Conduct that is of such a nature that injures or threatens to injure the safety of pupils or other employees or causes substantial disruption to the educational program can justify skipping steps in the progressive discipline process and/or warrant the District proceeding directly to termination. It is mutually acknowledged that unusually serious behavior and/or exceptional conditions can result in full or partial bypass of one or more levels of "progressive discipline" identified in 21.4, below.
- 21.4 Any procedural defects regarding the process for discipline less than dismissal will be resolved through the Article VII: Grievance Procedure beginning at Step 2.

21.5 At any step in process defined below, the bargaining unit member is entitled to be represented by the Association.

21.5.1 Level One: Verbal Warning: The bargaining unit member shall be provided with a verbal warning identifying the act(s) and/or omission(s) along with direction of the District's expectations and suggestions for improvement. The verbal warning will be documented in a conference memo.

21.5.2 Level Two: Written Warning: If a similar and/or separate act or omission occurs, the bargaining unit member shall be provided with a written warning identifying the act and/or omission along with direction of the District's expectations and suggestions for improvement.

21.5.3 Level Three: Written Reprimand: If a similar and/or separate act or omission occurs, the bargaining unit member shall be provided with a written reprimand identifying the act and/or omission along with direction of the District's expectations and suggestions for improvement.

21.5.4 Level Four: Three Day Differential Pay Suspension: If a similar and/or separate act or omission occurs, the bargaining unit member shall be suspended for up to three (3) days and paid at the differential pay rate (Article 3.11). The bargaining unit member shall be provided a written notice under 21.5.6 informing the employee of the opportunity for a meeting with the Superintendent/Designee. Formal discipline will not be imposed nor pay deducted until a meeting with the Superintendent/Designee occurs. The decision of the Superintendent/Designee shall be final.

21.5.5 Level Five: Four (4) to Twelve (12) Day Unpaid Suspension:
If a similar and/or separate act and/or omission occurs, the bargaining unit member shall be suspended for a maximum of twelve (12) days without pay. The bargaining unit member shall be provided a written notice informing the employee of the opportunity for a meeting with the Superintendent/Designee. Thereafter, the employee may request a hearing before the Board. If the employee requests a hearing, discipline shall not be imposed nor pay deducted prior to a closed session Board hearing. The decision of the Board will be final.

21.5.6 Procedures for Unpaid Suspension: Personal service or service by certified mail of the written notice of any suspension will be made upon the bargaining unit member by the Superintendent/Designee. The notice of suspension will contain:

21.5.6.1 A statement of the specific acts or omissions upon which the proposed discipline is based; and

21.5.6.2 A statement of the cause(s) for which the discipline is recommended; and

21.5.6.3 The applicable EC section, board policy, rule, regulation, or directive violated; and

21.5.6.4 The recommended discipline and effective date(s); and

21.5.6.5 Copies of all documentary evidence upon which the recommendation is based; and

21.5.6.6 A statement of the unit member's right to a meeting with the Superintendent/Designee and the right to request a hearing before the Governing Board for an unpaid suspension more than three (3) days pursuant to 21.5.4 and 21.5.5 of this agreement.

21.6 All documentation related to disciplinary action shall become part of the employee's permanent personnel file. Disciplinary documentation four years and older may be removed/destroyed upon written request of the bargaining unit member.

21.7 The bargaining unit member may respond in writing to any recommended disciplinary action. The District will append any prior written warnings, reprimands, and/or suspension documents, as well as complete copies of all bargaining unit member responses to those documents. The bargaining unit member will sign and date the proposed disciplinary action to acknowledge receipt.

21.8 All disciplinary action shall be initiated within ten (10) days of the alleged act(s) or omission(s) or within ten (days) of the District's knowledge of the alleged act(s) or omission(s).

21.9 Administrative Leave: In the event a unit member is placed on administrative leave, a notice conforming to the specifications set forth above will be personally served, or served by certified mail, on the bargaining unit member. Full benefits and seniority status

shall remain in force while the unit member is on paid administrative leave. Such leave will not be considered disciplinary.

- 21.10 Education Code: This Article is intended, for the purpose of suspension, to replace the provisions of EC §44944, as to unpaid suspensions for up to twelve (12) days and does not apply to suspension pursuant to EC Section 44939, 44940, or 44942. Nothing in this Article is intended to preclude the District's right to release probationary bargaining unit members.

Lindsay Unified School District
CERTIFICATED OBSERVATION FORM

Teacher: _____ Date: _____
School Site: _____ Observer : _____
Observation: ☐ 1 ☐ 2 ☐ 3 Grade and/or Subject: _____

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD ONE:
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING (Strategies)

- ☐ 1-1 Connecting student's prior knowledge, life experience, and interest with learning goals
- ☐ 1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- ☐ 1-3 Facilitating learning experiences that promote autonomy, interactions, and choice
- ☐ 1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- ☐ 1-5 Promoting self-directed, reflective learning for all students

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD TWO:
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (Methods/Strategies)

- ☐ 2-1 Creating a physical environment that engages all students
- ☐ 2-2 Establishing a climate that promotes fairness and respect
- ☐ 2-3 Promoting social development and group responsibility
- ☐ 2-4 Establishing and maintaining standards for student behavior
- ☐ 2-5 Planning and implementing classroom procedures and routines that support student learning
- ☐ 2-6 Using instructional time effectively

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT FOR STUDENT LEARNING (Subject Matter)

- ☐ 3-1 Demonstrating knowledge of subject matter content and student development
- ☐ 3-2 Organizing curriculum to support student understanding of subject matter
- ☐ 3-3 Interrelating ideas and information within and across subject matter areas
- ☐ 3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- ☐ 3-5 Using materials, resources and technologies to make subject matter accessible to students

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (Methodology)

- ☐ 4-1 Drawing on and valuing student's backgrounds, interests, and developmental learning needs
- ☐ 4-2 Establishing and articulating goals for student learning
- ☐ 4-3 Developing and sequencing instructional activities and materials for student learning
- ☐ 4-4 Designing short-term and long-term plans to foster student learning
- ☐ 4-5 Modifying instructional plans to adjust for student needs

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD FIVE:

ASSESSING STUDENT LEARNING (Methods and Strategies)

- ☐ 5-1 Establishing and communicating learning goals for all students
- ☐ 5-2 Collecting and using multiple sources of information to assess student learning
- ☐ 5-3 Involving and guiding all students in assessing their own learning
- ☐ 5-4 Using the results of assessments to guide instruction
- ☐ 5-5 Communicating with students, families, and other audiences about student progress

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD SIX:
DEVELOPING AS A PROFESSIONAL EDUCATOR

- ☐ 6-1 Reflecting on teaching practice and planning professional development
- ☐ 6-2 Establishing professional goals and pursuing opportunities to grow professionally
- ☐ 6-3 Working with communities to improve professional practice
- ☐ 6-4 Working with families to improve professional practice
- ☐ 6-5 Working with colleagues to improve professional practice

COMMENTS:

• **SUMMARY COMMENTS:**

- **TEACHER COMMENTS:** *(Written responses will be accepted and attached to this record if submitted within ten (10) working days from the date of evaluation.)*

This report has been discussed with me in conference by the principal.

Position: _____ Date: _____

Observer's Signature

Teacher's Signature*

Date

Date

* The teacher's signature does not constitute endorsement, but indicates the she/he has read the evaluation.

Lindsay Unified School District
CERTIFICATED FINAL EVALUATION FORM

Teacher: _____ Years of Service: _____
 Evaluator: _____ Grade and/or Subject: _____
 School Site: _____ Date: _____

EVALUATION CODE	
"Proficient"	indicates competent, satisfactory performance acceptable to the district (May be accompanied by a comment).
"Needs to Improve"	indicates weakness in performance and in need of strengthening before the next evaluation (Requires a comment).
"Unsatisfactory"	indicates unacceptable performance and in need of strengthening before the next evaluation (Requires a comment). <i>One "Unsatisfactory" in Standards One through Five will initiate referral to PAR.</i>

**CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD ONE:
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING (Strategies)**

- ☐ Proficient
☐ Needs to improve
☐ Unsatisfactory
- 1-1 Connecting student's prior knowledge, life experience, and interest with learning goals
 - 1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
 - 1-3 Facilitating learning experiences that promote autonomy, interactions, and choice
 - 1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
 - 1-5 Promoting self-directed, reflective learning for all students

COMMENTS:

**CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD TWO:
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (Methods/Strategies)**

- ☐ Proficient
☐ Needs to improve
☐ Unsatisfactory
- 2-1 Creating a physical environment that engages all students
 - 2-2 Establishing a climate that promotes fairness and respect
 - 2-3 Promoting social development and group responsibility
 - 2-4 Establishing and maintaining standards for student behavior
 - 2-5 Planning and implementing classroom procedures and routines that support student learning
 - 2-6 Using instructional time effectively

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT FOR STUDENT LEARNING (Subject Matter)

- | | |
|---|--|
| <input type="checkbox"/> Proficient | 3-1 Demonstrating knowledge of subject matter content and student development |
| <input type="checkbox"/> Needs to improve | 3-2 Organizing curriculum to support student understanding of subject matter |
| <input type="checkbox"/> Unsatisfactory | 3-3 Interrelating ideas and information within and across subject matter areas |
| | 3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter |
| | 3-5 Using materials, resources and technologies to make subject matter accessible to students |

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (Methodology)

- | | |
|---|---|
| <input type="checkbox"/> Proficient | 4-1 Drawing on and valuing student's backgrounds, interests, and developmental learning needs |
| <input type="checkbox"/> Needs to improve | 4-2 Establishing and articulating goals for student learning |
| <input type="checkbox"/> Unsatisfactory | 4-3 Developing and sequencing instructional activities and materials for student learning |
| | 4-4 Designing short-term and long-term plans to foster student learning |
| | 4-5 Modifying instructional plans to adjust for student needs |

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD FIVE:

ASSESSING STUDENT LEARNING (Methods and Strategies)

- | | |
|---|---|
| <input type="checkbox"/> Proficient | 5-1 Establishing and communicating learning goals for all students |
| <input type="checkbox"/> Needs to improve | 5-2 Collecting and using multiple sources of information to assess student learning |
| <input type="checkbox"/> Unsatisfactory | 5-3 Involving and guiding all students in assessing their own learning |
| | 5-4 Using the results of assessments to guide instruction |
| | 5-5 Communicating with students, families, and other audiences about student progress |

COMMENTS:

CALIFORNIA STANDARDS OF THE TEACHING PROFESSION STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- | | |
|---|---|
| <input type="checkbox"/> Proficient | 6-1 Reflecting on teaching practice and planning professional development |
| <input type="checkbox"/> Needs to improve | 6-2 Establishing professional goals and pursuing opportunities to grow professionally |
| <input type="checkbox"/> Unsatisfactory | 6-3 Working with communities to improve professional practice |
| | 6-4 Working with families to improve professional practice |
| | 6-5 Working with colleagues to improve professional practice |

COMMENTS:

- **COMMENDATIONS:**
- **RECOMMENDATIONS** needed for improving teacher performance (required where criteria are indicated as "Needs to Improve" or "Unsatisfactory"):
- **TEACHER COMMENTS:** (Written responses will be accepted and attached to this record if submitted within ten (10) working days from the date of evaluation.)

CONTINUED SERVICE:

- | | |
|---|--------------------------|
| Recommended (Proficient) : | <input type="checkbox"/> |
| Recommended, (Needs to Improve): | <input type="checkbox"/> |
| Recommended (Unsatisfactory, Referred to PAR) | <input type="checkbox"/> |
| Not Recommended (Unsatisfactory): | <input type="checkbox"/> |

This report has been discussed with me in conference by the principal.

Principal's Signature

Teacher's Signature*

Date

Date

** The teacher's signature does not constitute endorsement, but indicates that she/he has read the evaluation.*